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THE ACME GUIDE TO LITERACY PRACTICE IN COMMUNITY

A Conversation for Literacy Practitioners

379.24
M73
2009

Created by:
Anne Docherty, Sandra Lavallie and Dee McRae

ACKNOWLEDGEMENTS

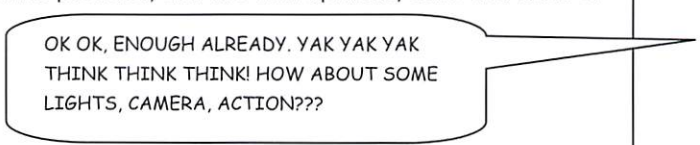
During the summer of 2008, Anne, Sandi and I met in parks, classrooms and over the phone to discuss and reflect on the nature of literacy and measurement. Anne thought we could create a fun, "lite" introduction to the topic. As the discussions continued and the ideas swirled, well over my head, I thought she was dreaming. Then, in the wee hours of the morning, already plagued by age-related insomnia.....

I got up and sat at the computer. The characters arrived uninvited to have their say; they dragged me through the topic of literacy backwards and forwards, with no apparent order. It was a risky way to address a serious topic. The guide emerged.

Sandi and Anne "got it" and mentored me as we edited out tangents, clarified terms, revisited topics and cleaned up the messy bits. Then we sent it to Marina Niks, Sandy Middleton and Lucy Alderson. Reviews were mixed, but something hooked that group too. Further suggestions were made. More diagrams and changes. It started to make sense. We tried a print run; gloss and colour made it come alive. More edits. A few other folks in the literacy world saw the draft and encouraged us.

The guide is now 12 months in development, technically way overdue, but soon on to be published. I am so thankful of all those hours and brainwaves that Sandi and Anne provided, and the vital opinions, edits and ideas of Sandy, Lucy and Marina.

It has truly been an honour to work for these demanding characters and with five brilliant practitioners on this crazy, collaborative project.



Dee McRae

The acme guide to literacy practice in community: a conversation for literacy practitioners.

Created by
Anne Docherty, Sandra Lavallie and Dee McRae
July 2009

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The information in this document may be freely used for educational purposes.

The electronic version of this document is available at http://ripal.literacy.bc.ca/fromthegroundup/6_acme.html

Additional print copies are available from Literacy BC while supplies last.

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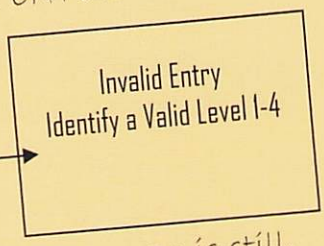
A man in his fifties sits beside me. He is slowly, patiently sounding out words. He has been coming to the literacy program for two years now. He is ecstatic; these are the final words of the first book he has ever read.

In my office, on my computer screen, there is a statistical report that needs to be completed by tomorrow. It is my job to capture the progress of this man with a couple of numbers in a couple of boxes. No room for heroic stories of struggle. Just a couple of numbers that will somehow capture the man's increased literacy skills. Today, the man can see his progress. A month ago, he may not have been so sure. I have been sure since day one, even though he had so much work to do. I knew that reading was just a tiny piece of his renovation of self that became his goal. I also knew that every other possible personal demon would jump in to stop his progress, yet still, I somehow knew the man would stick with his plan, this time.

It has been a long, slow journey, and there are still miles yet to travel. The man and the government would like it to go faster. I am still amazed at how fast the man has reinvented his life, fought his addictions and begun the process of learning to read. The man is my hero. I want to accomplish as much in my job as he has in his life, as he

has in these past two years. I want my literacy practice to honour his determination and commitment, to respect his dignity and to be there when the next man, or woman, wants to learn.

I step into my office. The cursor is blinking on the screen. I enter the numbers: A "1" followed by a "0". ENTER 10. Another "1" followed by another "0". ENTER 10. 10! 10! He deserves a ten! ENTER. ENTER. ENTER. My fingers are frantically pounding the keys. The computer emits an annoying beep and a small box appears that looks like this →



It was a simple book. The man had lots of coaching. The man is still, after two years in the program, at Level 1. A "1" will not represent the man's progress. A "1" will hurt the man's pride. A "1" could hurt the program's reputation. A "1" will frustrate the funders as they try to reach their goal of a more literate population. I know how little that little number means. I shut down my computer, grab a coffee and go celebrate with the man.

It is an incredible victory – against all odds. He is excited, talking about his next conquest: getting his Grade 12. He doesn't even pause to rest; he doesn't seem to realize he has just climbed Everest. I continue to chant, under my breath, "Ten, ten, ten, ten."

While the story is a composite, it illustrates the kind of dilemma that we, as literacy practitioners, face on a regular basis. We watch as people change their lives and overcome huge obstacles and then we try to report that transformation to funders and government ministries. We may see learners who attend the program on and off for years and watch as they make very little measureable change. These are individuals whose learning history is so damaged, or people who are so overwhelmed with their current lives, that their continued connection to the program is, in itself, progress.

It is not measuring progress nor the chaotic lives of learners that cause our frustrations. Our problem is the complexity of literacy itself. Low literacy skills are the bosom buddy of poverty, substance abuse, marginalization, incarceration, homelessness, poor physical and mental health and a host of other undesirable human conditions. People do not become under skilled in literacy, rather, for an almost infinite number of reasons, they do not develop their literacy skills the first time around, or even the second, third and fourth opportunity. Without literacy skills everything else is harder; yet "fixing" literacy skills in isolation seldom fixes all the learners' problems. All those problems are joined up to the literacy issue and may require an additional lot of hard work and "fixing". Literacy is a joined up problem that requires a joined up solution (Docherty, 2006).

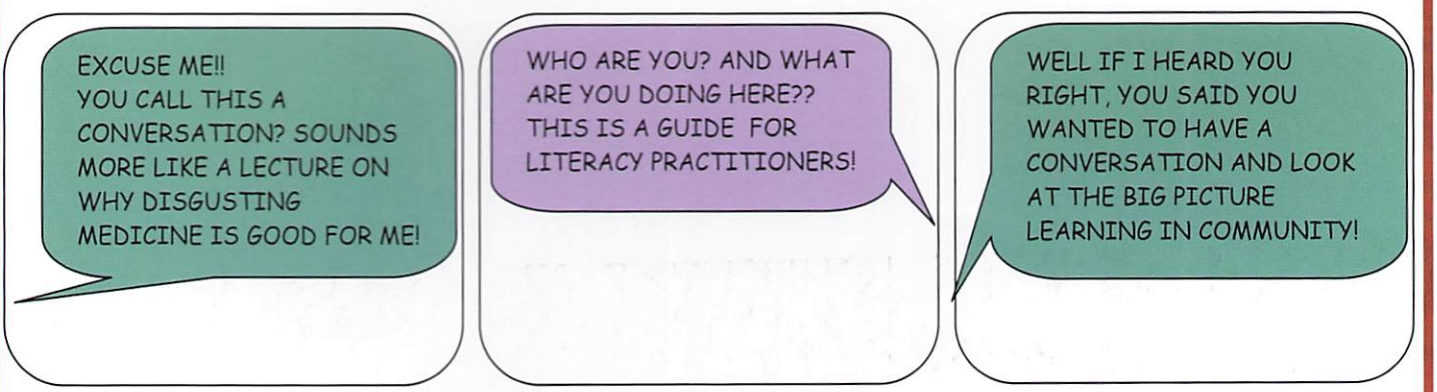
When we try to define literacy, we find that everything can be traced back to what "counts as literacy". We all agree it is more than just reading. Literacy happens everywhere and at all ages. This creates confusion when we offer innovative programming that tries to address this holistic view of literacy – where does literacy programming "belong" and what does literacy programming look like? Literacy programs may attempt to be all things to all people. This does not necessarily improve practice, and in the worst case causes practitioner burn-out and frustration. How do we decide what to offer? What do we call progress? How do we assess progress? What progress do we count? What progress should we measure? Rather than asking what progress we should measure, and how, we need first to ask, "What is progress?" To learners? To practitioners? To funders? So what counts as progress in adult literacy? And in adult literacy practice? And how much progress is required to declare success? For learners? For programs?

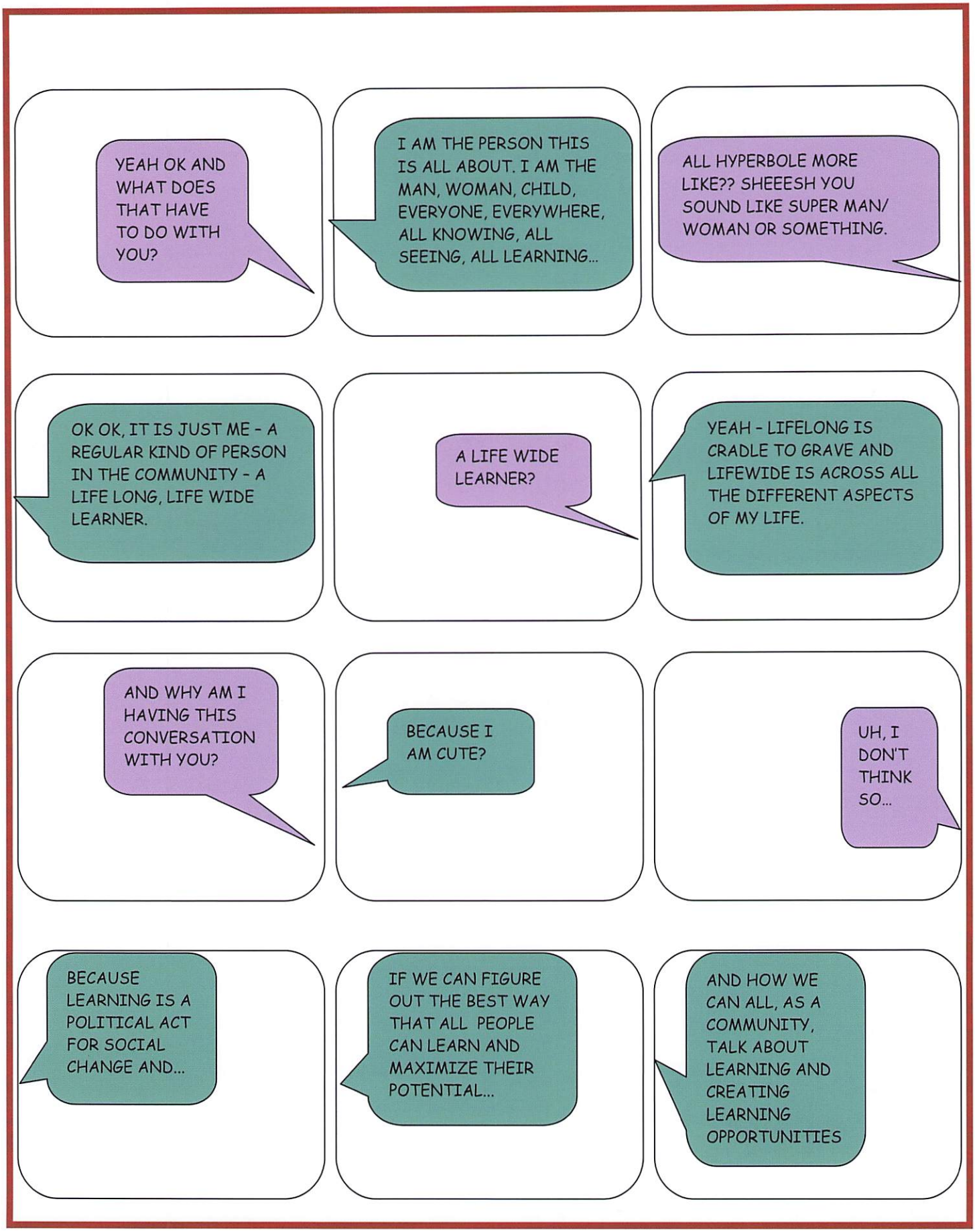
Some of us in the *From the Ground Up* project are asking more questions about the bigger picture of literacy and learning in community, and we are creating tools and drawing diagrams to capture the relationships of the big picture concepts that drive our field in a way that *recognizes the learner as the key driving force.* Understanding lifelong learning and learners will help us see how the pieces fit to make the full-sized picture of lifelong learning and literacy. This will help us all make sense of the learning that happens throughout community and how our work, as literacy practitioners, is just a piece of that larger picture. All of this will help us see what is important to learners, to programs, and to the larger community.

While this guide was originally intended to be a fun, informal introduction to measurement, we found as we wrote we kept going back to the essence of literacy practice. We first need to look closely at literacy and learning in community to really see the complexities. This guide will help to clarify the big picture as it explicitly describes literacy practice. We hope that this guide, along with the different measurement and assessment frameworks available in British Columbia, will speak to different aspects of your practice. The question for you, the practitioner, may well be: How can I clarify my program's purpose and become intentional with my practice? Only then will measurement make sense. Only then will you know which tool to use.

You, the practitioners, have told us to remind you of the big picture, but we know that you do not always have the time or colleagues to explore theoretical concepts. Our tools and diagrams will help you get in on our conversations, as we struggle and explore literacy and learning in community. It will get messy. We have crammed many ideas into a few short pages. It might be overwhelming. You may need to "come up for air", explore the referenced resources or phone a colleague. We do not have the answers. You may not always agree with this guide, but the guide will stimulate thought and, we hope, conversations about the layered world of literacy and learning as we see it and interpret it today. Tomorrow? Who knows?

Please join us now in this conversation on literacy practice...


EXCUSE ME!! YOU CALL THIS A CONVERSATION? SOUNDS MORE LIKE A LECTURE ON WHY DISGUSTING MEDICINE IS GOOD FOR ME!
WHO ARE YOU? AND WHAT ARE YOU DOING HERE?? THIS IS A GUIDE FOR LITERACY PRACTITIONERS!
WELL IF I HEARD YOU RIGHT, YOU SAID YOU WANTED TO HAVE A CONVERSATION AND LOOK AT THE BIG PICTURE LEARNING IN COMMUNITY!


YEAH OK AND WHAT DOES THAT HAVE TO DO WITH YOU?
I AM THE PERSON THIS IS ALL ABOUT. I AM THE MAN, WOMAN, CHILD, EVERYONE, EVERYWHERE, ALL KNOWING, ALL SEEING, ALL LEARNING...
ALL HYPERBOLE MORE LIKE?? SHEEESH YOU SOUND LIKE SUPER MAN/ WOMAN OR SOMETHING.
OK OK, IT IS JUST ME - A REGULAR KIND OF PERSON IN THE COMMUNITY - A LIFE LONG, LIFE WIDE LEARNER.
A LIFE WIDE LEARNER?
YEAH - LIFELONG IS CRADLE TO GRAVE AND LIFEWIDE IS ACROSS ALL THE DIFFERENT ASPECTS OF MY LIFE.
AND WHY AM I HAVING THIS CONVERSATION WITH YOU?
BECAUSE I AM CUTE?
UH, I DON'T THINK SO...
BECAUSE LEARNING IS A POLITICAL ACT FOR SOCIAL CHANGE AND...
IF WE CAN FIGURE OUT THE BEST WAY THAT ALL PEOPLE CAN LEARN AND MAXIMIZE THEIR POTENTIAL...
AND HOW WE CAN ALL, AS A COMMUNITY, TALK ABOUT LEARNING AND CREATING LEARNING OPPORTUNITIES

... THEN WE CAN CHANGE THE WORLD!!

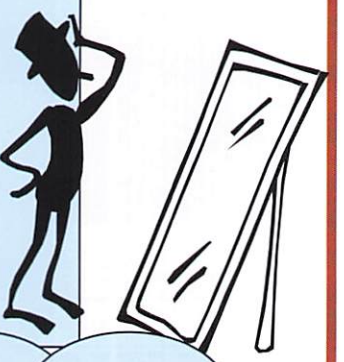
OK THAT GOT BIG PICTURE PRETTY FAST!

Whoa up here! I need to think....

Dear Reader,
Allow me to introduce myself. I am the Reflective Practitioner, and I am here as part of this conversation to help you make sense of the broad scope of learning opportunities that are available both in your practice and beyond its scope. This is really a conversation about lifelong and lifewide learning and all it can be. As the reflective practitioner, I will interrupt, and let you, and me, slow down and think things through and of course, ask more questions!

RP

PS These symbols ❶ indicate that further references to the specific topic can be found starting on page 30.



This conversation is about learning rather than a system of education. What is the difference? Is all learning about social change? ❶

Hmmm, I remember this from a report on learning:

Learning lies at the very core of human potential. It fosters our ability to think, create and solve problems. It enables us to envision and embrace the kind of lives we want for our children and ourselves... learning is fundamental to our experience of being human and shapes virtually every aspect of our lives.[1]

OK back to the conversation....

SO TELL ME WHY YOU ARE BUTTING IN ON MY "LECTURE"

OK. WELL YOUR SUPPOSED CONVERSATION IS REALLY ALL ABOUT ME, AND JUST TO MAKE THINGS CLEAR, I AM AN ADULT LIFELONGWIDE LEARNER.

SOUNDS LIKE A MOBILE HOME.

[1] State of Learning in Canada: Toward a Learning Future. Canadian Council on Learning July 2008 ❺

TO ME, I THINK YOUR CONVERSATION IS REALLY ABOUT WHAT WHERE WHEN WHY AND HOW I LEARN. ❷

OK LONGWIDE, HUMOUR ME, I WANT TO KNOW ALL THAT WHY??

SO YOU CAN DO YOUR JOB BETTER, NAME THE WORK, SET THE GOALS, MEASURE THE OUTCOMES, AVOID DUPLICATION OF SERVICES, COMMUNICATE YOUR WORK TO OTHERS AND COUNT THE BITS, ALL OF WHICH WILL...

CREATE BOUNTIFUL LEARNING OPPORTUNITIES FOR ME, IN MY COMMUNITY, THROUGHOUT MY LIFE AND IN EVERY ASPECT OF MY LIFE! AND CHANGE THE WORLD TOO!

YOU SOUND LIKE SOME KIND OF ADDICT, BUT OK I THINK YOU NAILED IT.

ARE YOU SAYING THIS IS *THE LONGWIDE CONVERSATION ABOUT LEARNING IN COMMUNITY??*

HAS A NICE RING!

REMEMBER, I NEED TO DISCUSS ASSESSMENT AND MEASUREMENT SOMETIME

MAYBE THIS MAP WILL SHOW YOU WHAT I MEAN....

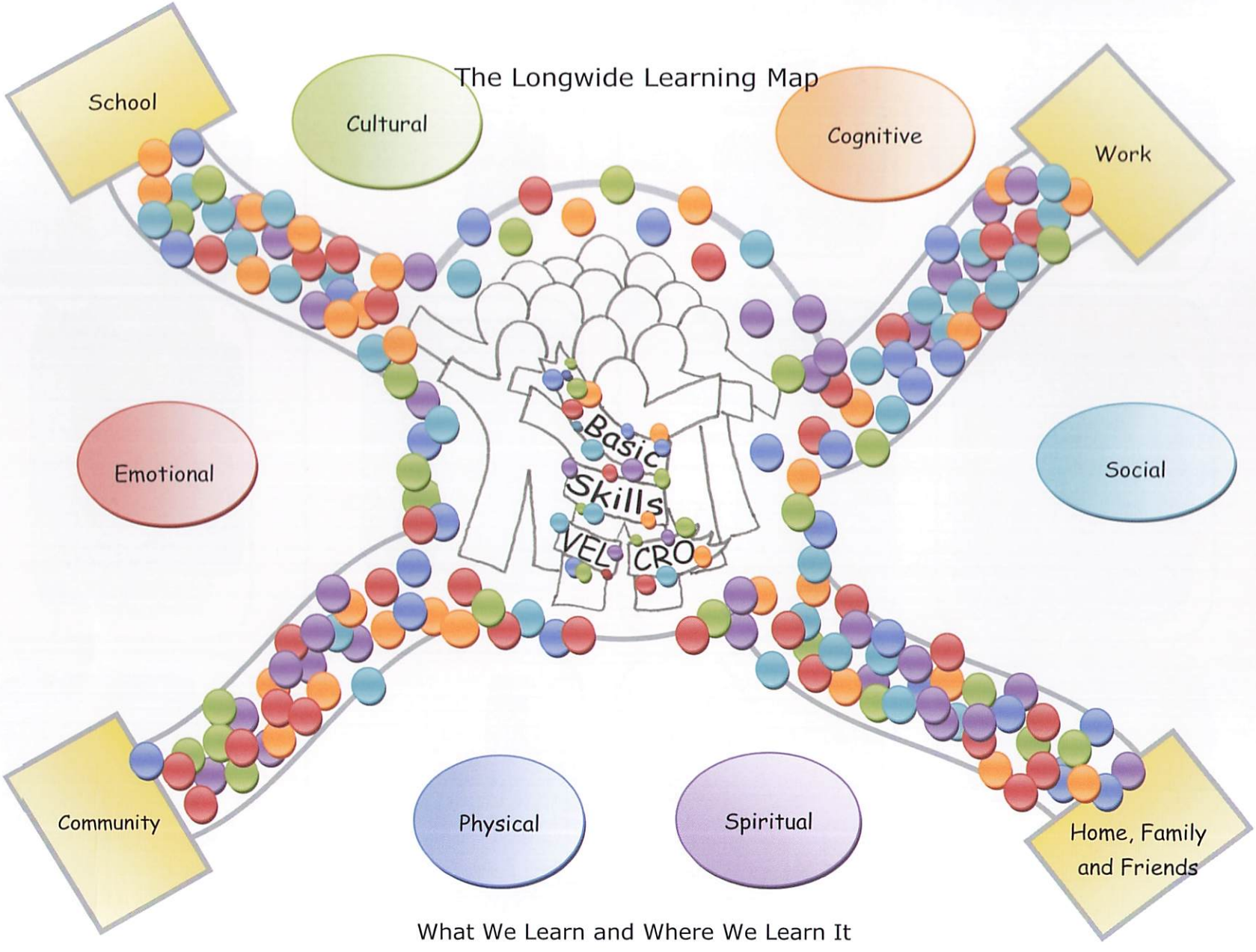
A map would be great!

WE ARE GOING TO VISIT THE PLACES WHERE PEOPLE LEARN AND LOOK AT WHAT THEY LEARN—REMEMBER LEARNING HAPPENS EVERYWHERE!

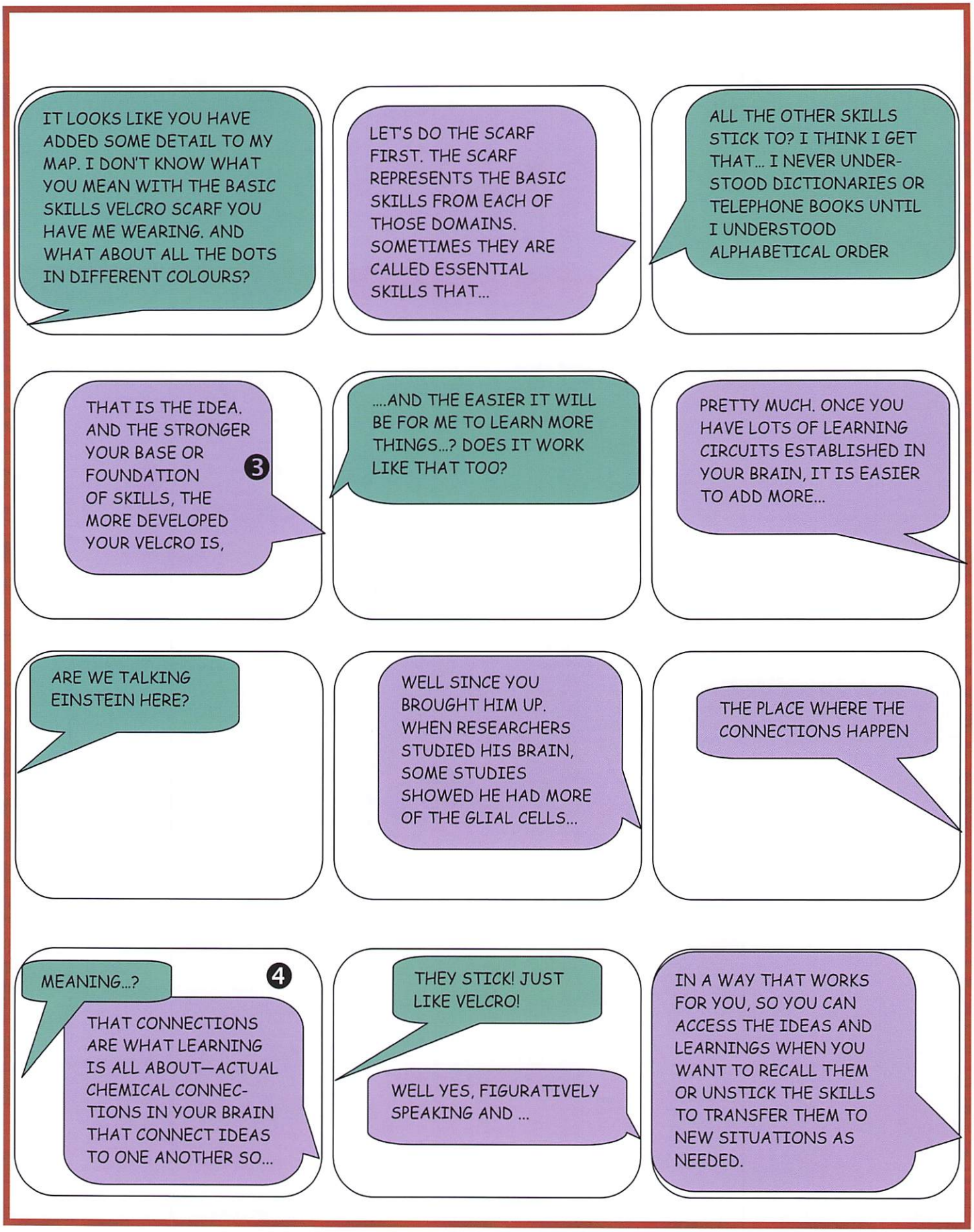
Better include why people learn and who with.... this is getting messy...

SO REALLY NOW THIS WHOLE THING IS MORE A GENERAL "ACME" GUIDE TO LITERACY PRACTICE AND HOW IT FITS INTO LEARNING IN COMMUNITY.

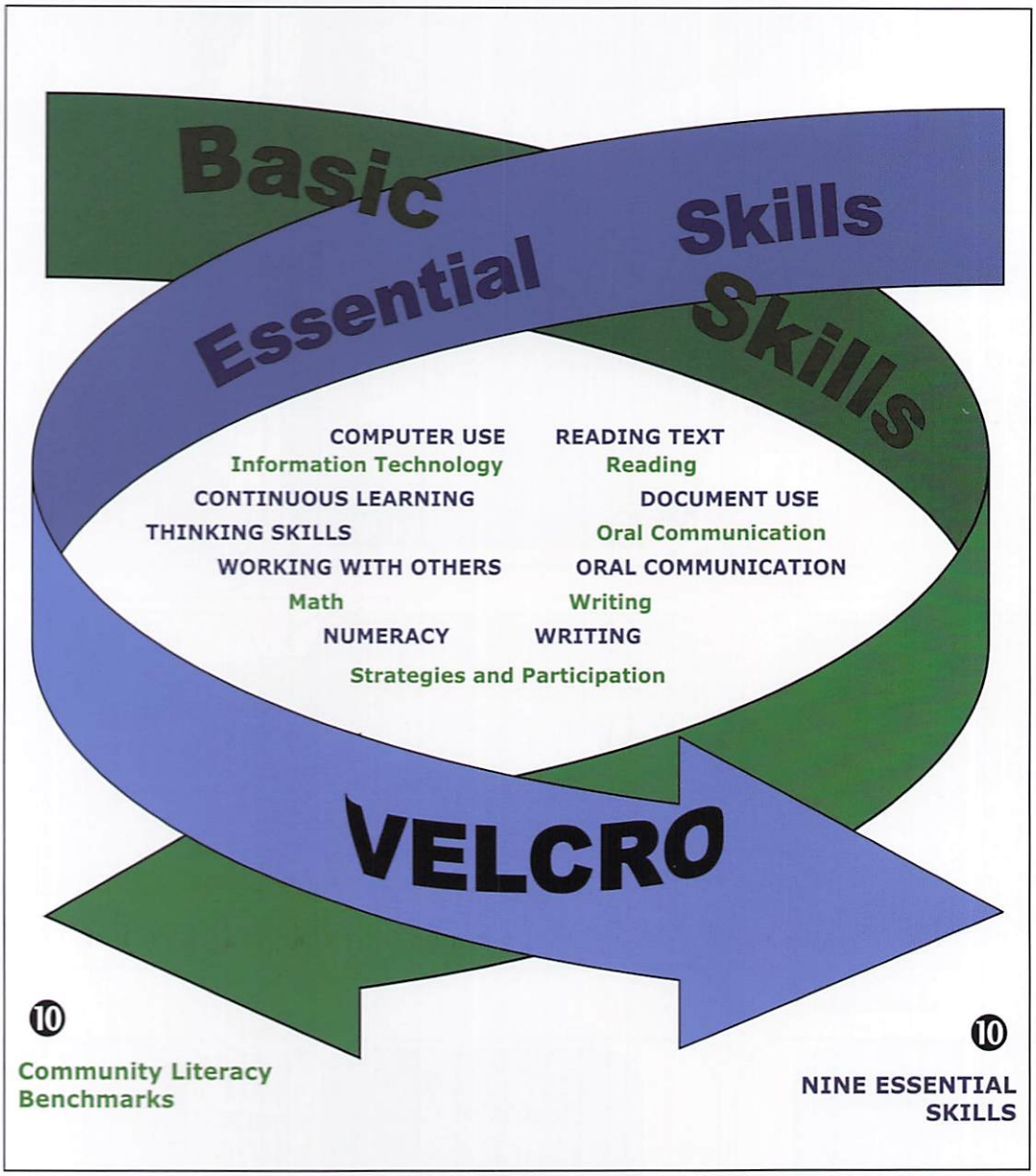
CHECK OUT **THE LONG-WIDE LEARNING MAP**. IT SHOWS WHAT AND WHERE WE LEARN, AND SEE WHAT YOU THINK.... I THINK OF IT AS A MAP OF LEARNING OPPORTUNITIES.

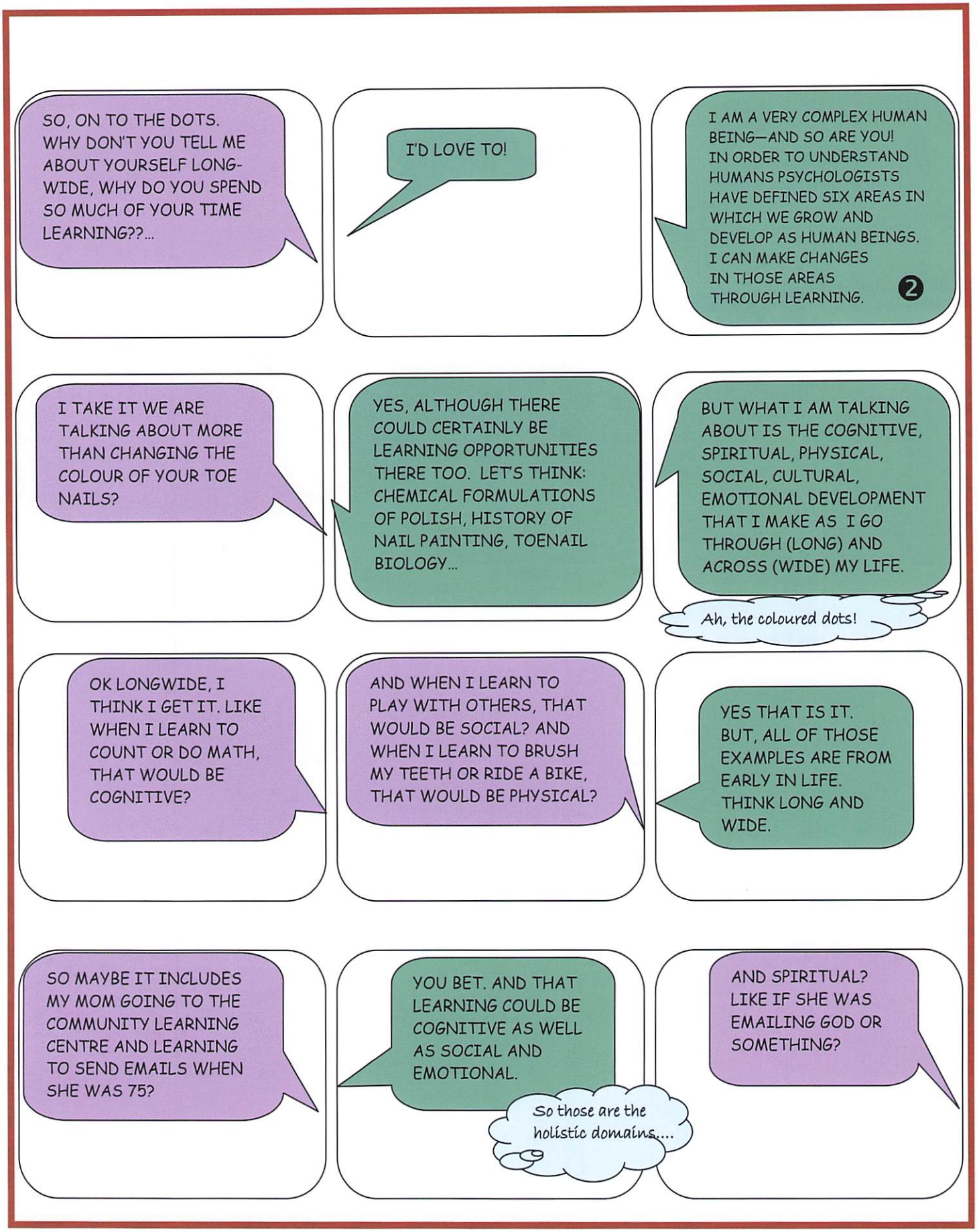


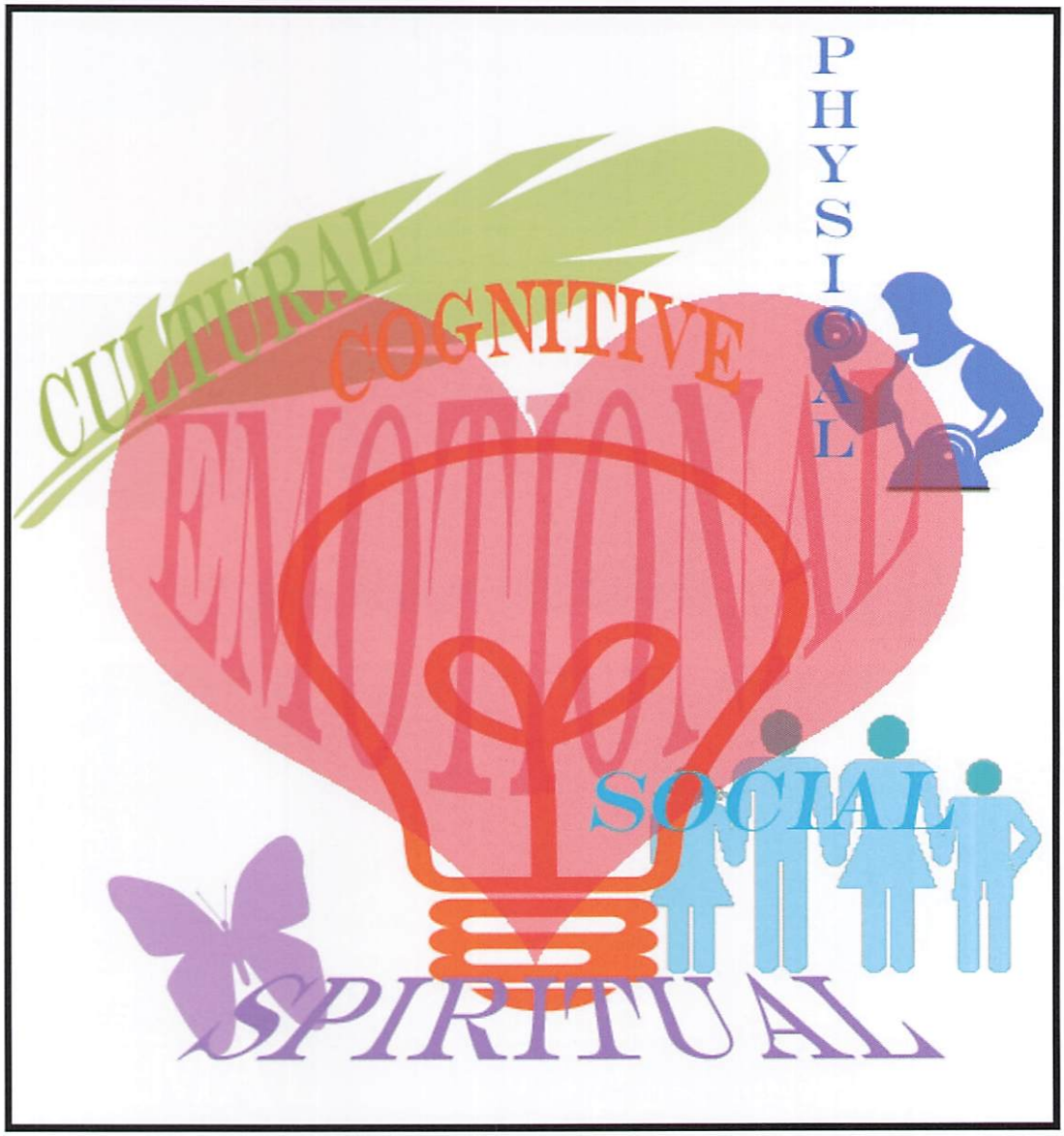
What We Learn and Where We Learn It


IT LOOKS LIKE YOU HAVE ADDED SOME DETAIL TO MY MAP. I DON'T KNOW WHAT YOU MEAN WITH THE BASIC SKILLS VELCRO SCARF YOU HAVE ME WEARING. AND WHAT ABOUT ALL THE DOTS IN DIFFERENT COLOURS?
LET'S DO THE SCARF FIRST. THE SCARF REPRESENTS THE BASIC SKILLS FROM EACH OF THOSE DOMAINS. SOMETIMES THEY ARE CALLED ESSENTIAL SKILLS THAT...
ALL THE OTHER SKILLS STICK TO? I THINK I GET THAT... I NEVER UNDERSTOOD DICTIONARIES OR TELEPHONE BOOKS UNTIL I UNDERSTOOD ALPHABETICAL ORDER
THAT IS THE IDEA. AND THE STRONGER YOUR BASE OR FOUNDATION OF SKILLS, THE MORE DEVELOPED YOUR VELCRO IS,
3
....AND THE EASIER IT WILL BE FOR ME TO LEARN MORE THINGS...? DOES IT WORK LIKE THAT TOO?
PRETTY MUCH. ONCE YOU HAVE LOTS OF LEARNING CIRCUITS ESTABLISHED IN YOUR BRAIN, IT IS EASIER TO ADD MORE...
ARE WE TALKING EINSTEIN HERE?
WELL SINCE YOU BROUGHT HIM UP. WHEN RESEARCHERS STUDIED HIS BRAIN, SOME STUDIES SHOWED HE HAD MORE OF THE GLIAL CELLS...
THE PLACE WHERE THE CONNECTIONS HAPPEN
MEANING...?
4
THAT CONNECTIONS ARE WHAT LEARNING IS ALL ABOUT—ACTUAL CHEMICAL CONNECTIONS IN YOUR BRAIN THAT CONNECT IDEAS TO ONE ANOTHER SO...
THEY STICK! JUST LIKE VELCRO!
WELL YES, FIGURATIVELY SPEAKING AND ...
IN A WAY THAT WORKS FOR YOU, SO YOU CAN ACCESS THE IDEAS AND LEARNINGS WHEN YOU WANT TO RECALL THEM OR UNSTICK THE SKILLS TO TRANSFER THEM TO NEW SITUATIONS AS NEEDED.

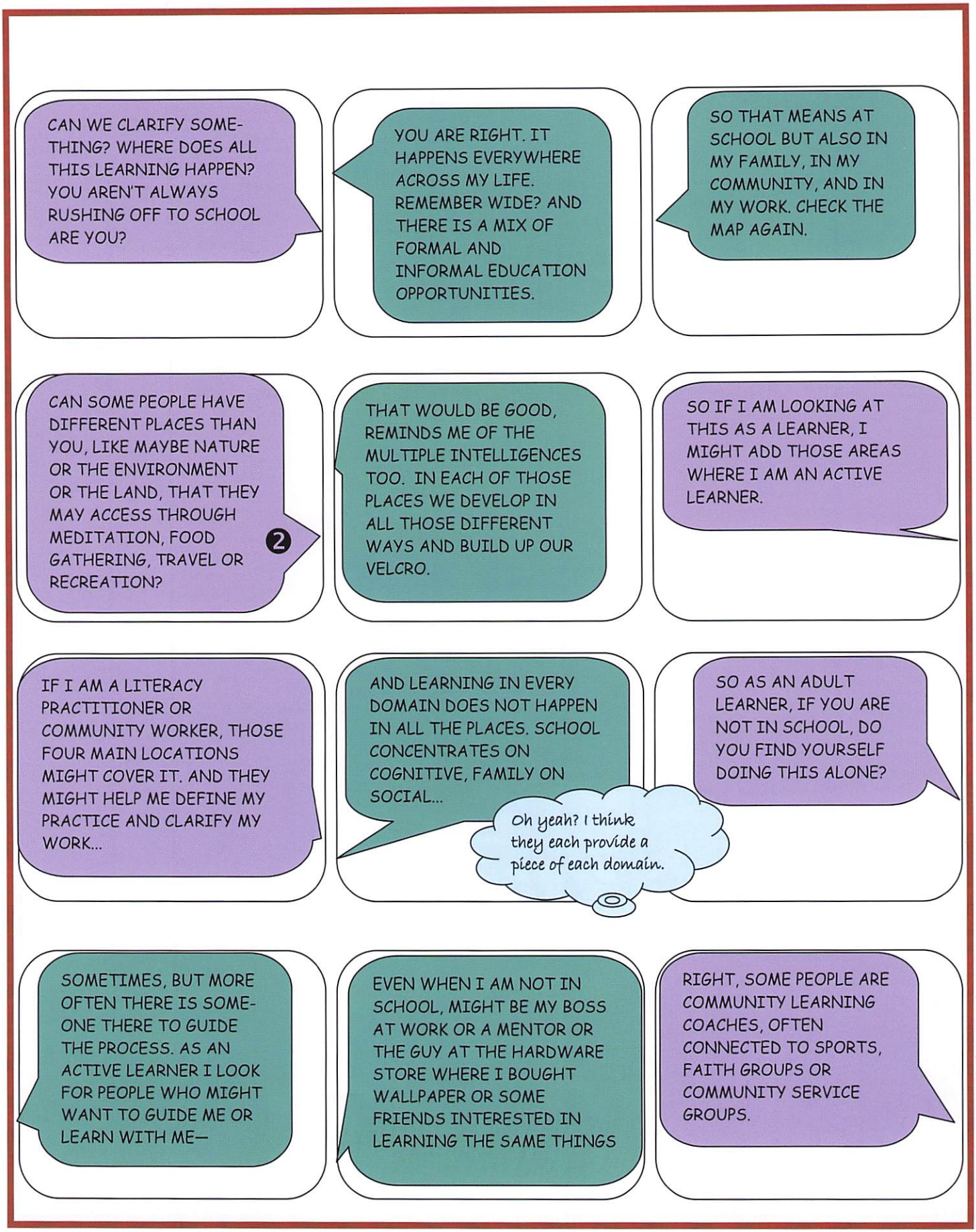
Understanding Velcro ❸




SO, ON TO THE DOTS. WHY DON'T YOU TELL ME ABOUT YOURSELF LONG-WIDE, WHY DO YOU SPEND SO MUCH OF YOUR TIME LEARNING??...
I'D LOVE TO!
I AM A VERY COMPLEX HUMAN BEING—AND SO ARE YOU! IN ORDER TO UNDERSTAND HUMANS PSYCHOLOGISTS HAVE DEFINED SIX AREAS IN WHICH WE GROW AND DEVELOP AS HUMAN BEINGS. I CAN MAKE CHANGES IN THOSE AREAS THROUGH LEARNING.
2
I TAKE IT WE ARE TALKING ABOUT MORE THAN CHANGING THE COLOUR OF YOUR TOE NAILS?
YES, ALTHOUGH THERE COULD CERTAINLY BE LEARNING OPPORTUNITIES THERE TOO. LET'S THINK: CHEMICAL FORMULATIONS OF POLISH, HISTORY OF NAIL PAINTING, TOENAIL BIOLOGY...
BUT WHAT I AM TALKING ABOUT IS THE COGNITIVE, SPIRITUAL, PHYSICAL, SOCIAL, CULTURAL, EMOTIONAL DEVELOPMENT THAT I MAKE AS I GO THROUGH (LONG) AND ACROSS (WIDE) MY LIFE.
Ah, the coloured dots!
OK LONGWIDE, I THINK I GET IT. LIKE WHEN I LEARN TO COUNT OR DO MATH, THAT WOULD BE COGNITIVE?
AND WHEN I LEARN TO PLAY WITH OTHERS, THAT WOULD BE SOCIAL? AND WHEN I LEARN TO BRUSH MY TEETH OR RIDE A BIKE, THAT WOULD BE PHYSICAL?
YES THAT IS IT. BUT, ALL OF THOSE EXAMPLES ARE FROM EARLY IN LIFE. THINK LONG AND WIDE.
SO MAYBE IT INCLUDES MY MOM GOING TO THE COMMUNITY LEARNING CENTRE AND LEARNING TO SEND EMAILS WHEN SHE WAS 75?
YOU BET. AND THAT LEARNING COULD BE COGNITIVE AS WELL AS SOCIAL AND EMOTIONAL.
So those are the holistic domains....
AND SPIRITUAL? LIKE IF SHE WAS EMAILING GOD OR SOMETHING?



Understanding the Holistic Domains ❷


CAN WE CLARIFY SOMETHING? WHERE DOES ALL THIS LEARNING HAPPEN? YOU AREN'T ALWAYS RUSHING OFF TO SCHOOL ARE YOU?
YOU ARE RIGHT. IT HAPPENS EVERYWHERE ACROSS MY LIFE. REMEMBER WIDE? AND THERE IS A MIX OF FORMAL AND INFORMAL EDUCATION OPPORTUNITIES.
SO THAT MEANS AT SCHOOL BUT ALSO IN MY FAMILY, IN MY COMMUNITY, AND IN MY WORK. CHECK THE MAP AGAIN.
CAN SOME PEOPLE HAVE DIFFERENT PLACES THAN YOU, LIKE MAYBE NATURE OR THE ENVIRONMENT OR THE LAND, THAT THEY MAY ACCESS THROUGH MEDITATION, FOOD GATHERING, TRAVEL OR RECREATION?
2
THAT WOULD BE GOOD, REMINDS ME OF THE MULTIPLE INTELLIGENCES TOO. IN EACH OF THOSE PLACES WE DEVELOP IN ALL THOSE DIFFERENT WAYS AND BUILD UP OUR VELCRO.
SO IF I AM LOOKING AT THIS AS A LEARNER, I MIGHT ADD THOSE AREAS WHERE I AM AN ACTIVE LEARNER.
IF I AM A LITERACY PRACTITIONER OR COMMUNITY WORKER, THOSE FOUR MAIN LOCATIONS MIGHT COVER IT. AND THEY MIGHT HELP ME DEFINE MY PRACTICE AND CLARIFY MY WORK...
AND LEARNING IN EVERY DOMAIN DOES NOT HAPPEN IN ALL THE PLACES. SCHOOL CONCENTRATES ON COGNITIVE, FAMILY ON SOCIAL...
Oh yeah? I think they each provide a piece of each domain.
SO AS AN ADULT LEARNER, IF YOU ARE NOT IN SCHOOL, DO YOU FIND YOURSELF DOING THIS ALONE?
SOMETIMES, BUT MORE OFTEN THERE IS SOMEONE THERE TO GUIDE THE PROCESS. AS AN ACTIVE LEARNER I LOOK FOR PEOPLE WHO MIGHT WANT TO GUIDE ME OR LEARN WITH ME—
EVEN WHEN I AM NOT IN SCHOOL, MIGHT BE MY BOSS AT WORK OR A MENTOR OR THE GUY AT THE HARDWARE STORE WHERE I BOUGHT WALLPAPER OR SOME FRIENDS INTERESTED IN LEARNING THE SAME THINGS
RIGHT, SOME PEOPLE ARE COMMUNITY LEARNING COACHES, OFTEN CONNECTED TO SPORTS, FAITH GROUPS OR COMMUNITY SERVICE GROUPS.

Understanding the Holistic Domains ❷
in Relation to the
Canadian Council on Learning Learning Pillars ❶

Social
Interacting with others, participating, trying new things, civics, accessing resources

Physical
Taking care of health maintaining healthy , active lifestyle

THE LONGWIDE SPINNER NAVIGATOR

Spiritual
Respect others / nature /planet
Ethics and Reflection

What are the learners' goals??

How do we measure success?

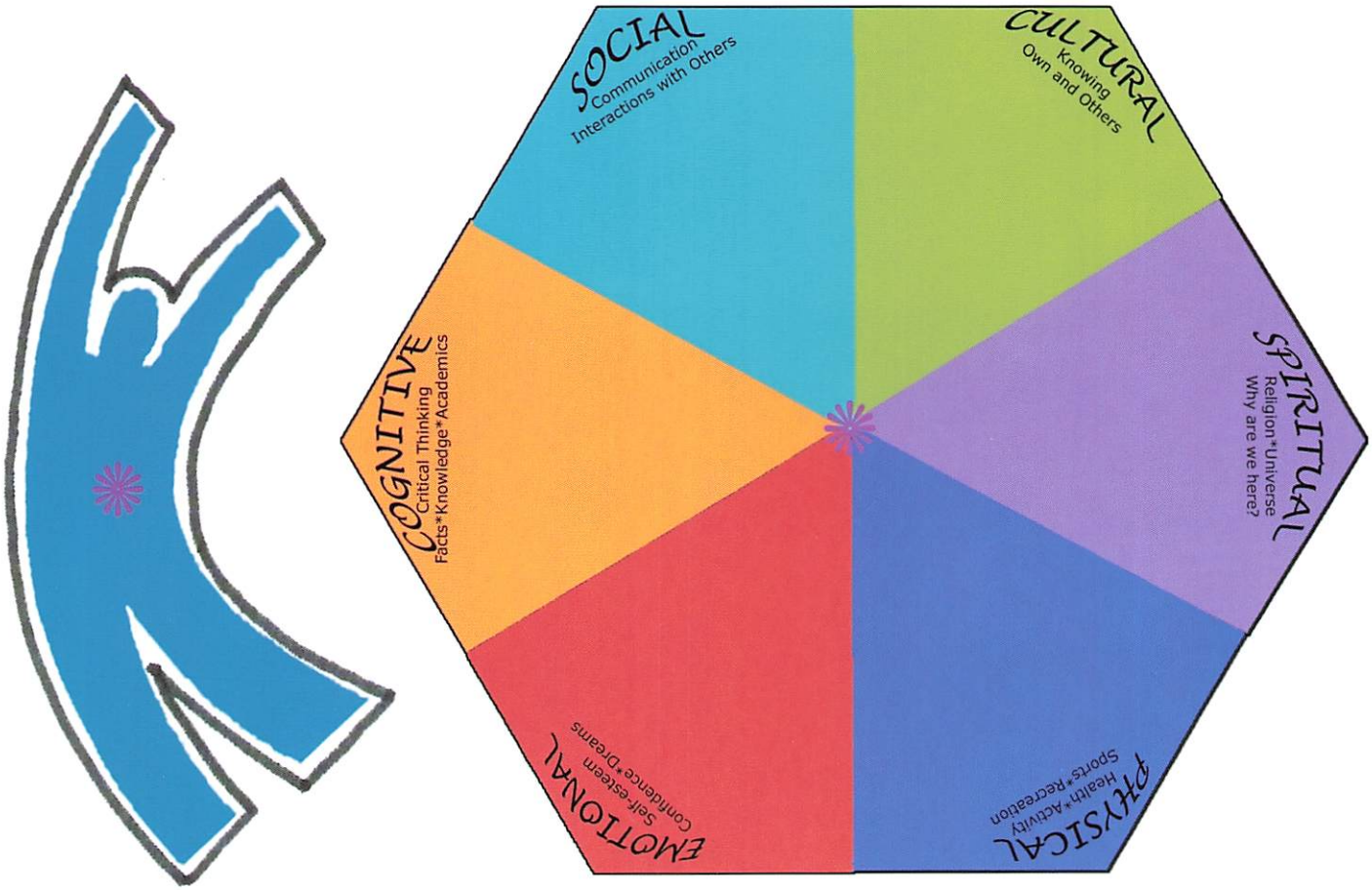
Cultural
Learning, understanding, practicing, respecting, belonging

OBSERVABLE SIGNS OF SUCCESS HOLISTIC DOMAINS

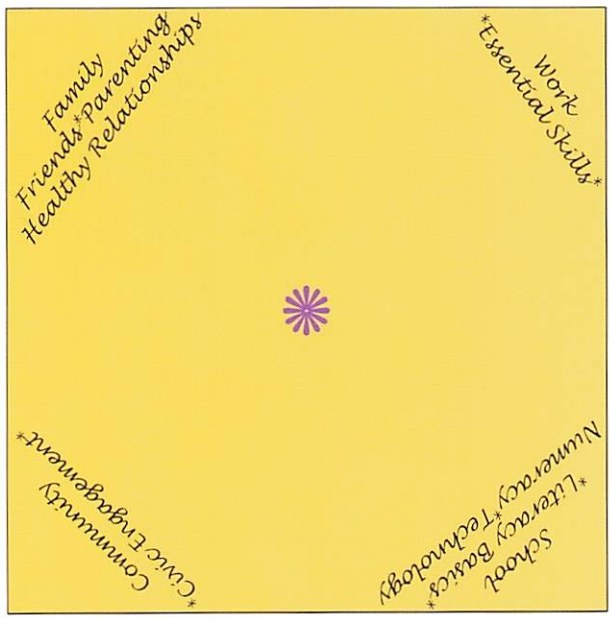
Cognitive
Course completitions, marks, doing new things, researching, publishing, presenting, critical thinking

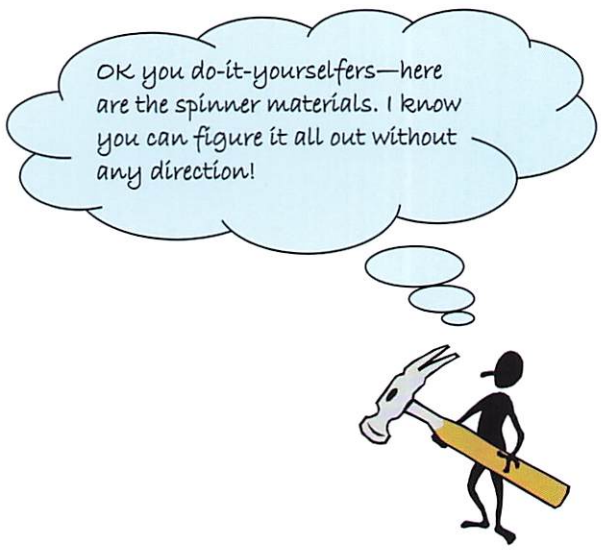
Emotional
In control, can take feedback, can ask for help, responsible

What is the change we want?



Longwide Spinner Navigator
Moveable parts to cut out and use with background page





Power Poster

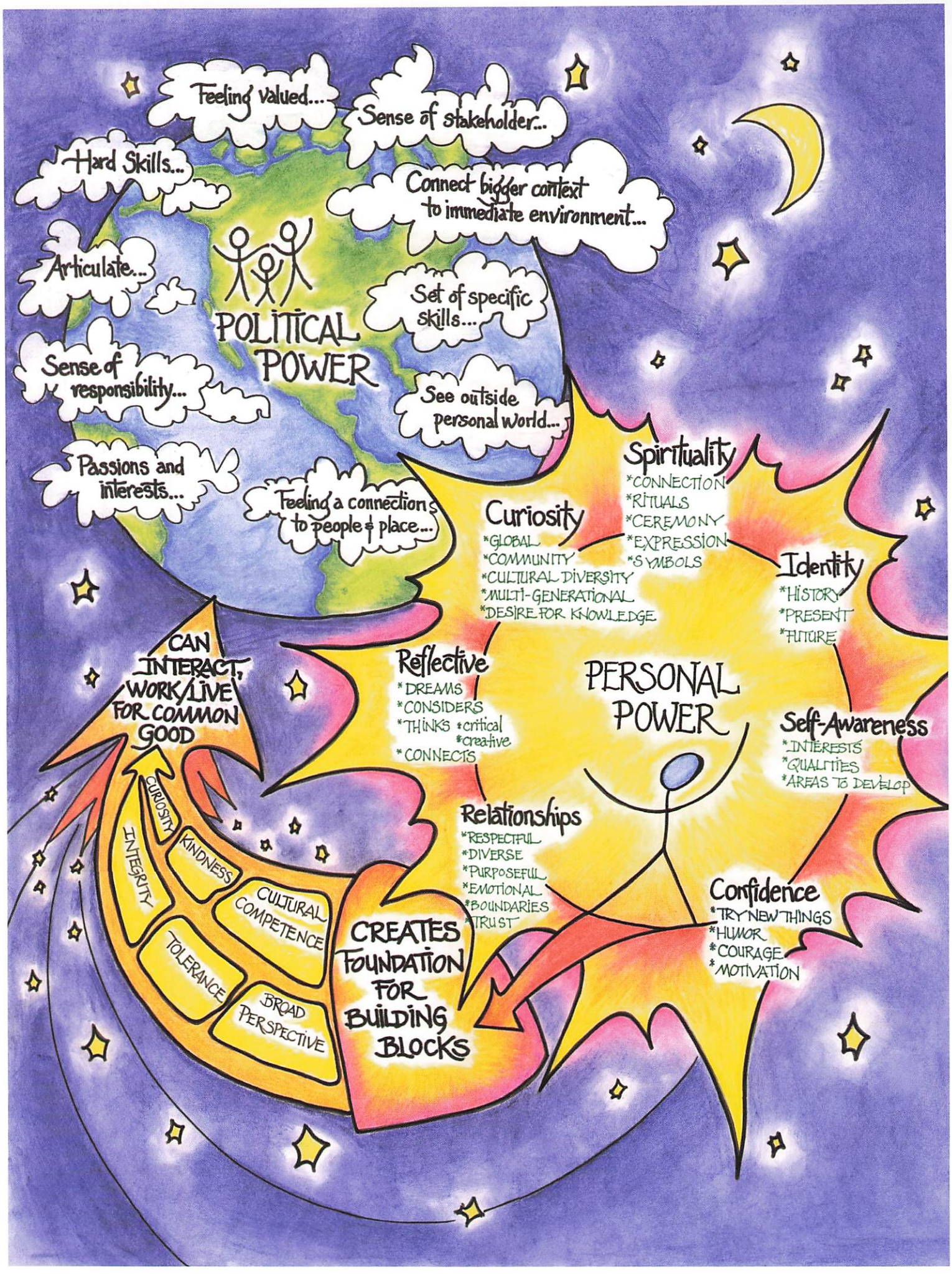
This poster was designed through an action research project at the Learning Shop in Hazelton BC. A group of young adults who had not found success with formal learning were supported to explore the question, "What does it take to get back in the door of learning?" One young woman on the team suggested we take it back even further "Forget getting in the door of learning! What does it take to get out of bed in the morning?" This poster is the result of their exploration. It describes capacities young adults in Hazelton recognize they need to take control of their lives (personal power) and to organize for change in the community (political power). The team talked to people who had been influencers in their lives, and identified seven learning environments where personal and political power are fostered (family, extended family, school, work, community, peer groups, and dating relationships). As they talked to other youth and described how they had developed each element, the team members recognized that they were also influencers. They recognized that as they were learning they were also teaching. The poster reminds us that we all play important roles as educators in the community in fostering literacy development.

For more information on this project (or the poster) contact
Mel Sondergaard at Storytellers' Foundation (250-842-6500)

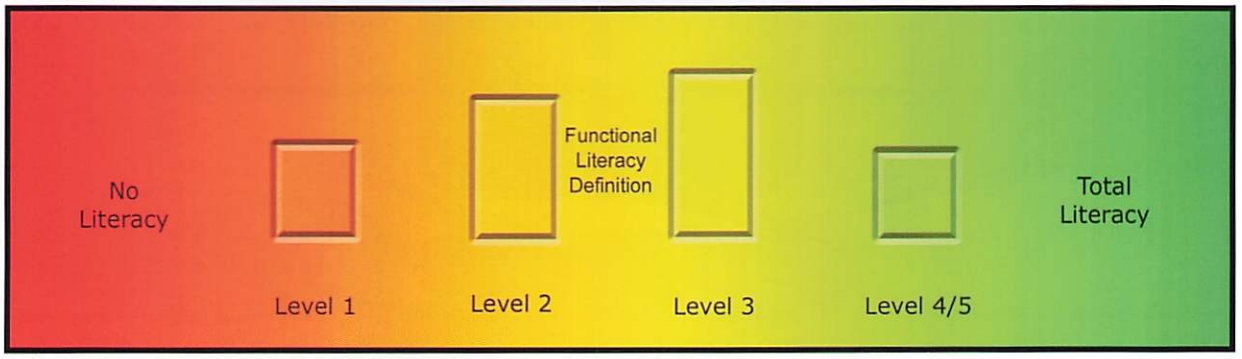
Poster Capacities meet Holistic Domains

Here is another Do-It -Yourself component to the Guide. On the poster to the left, we started to connect the holistic domains to the capacities on the poster. This might be a valuable tool for further discussion. Simply photocopy the poster in black and white, and use coloured felt pens to mark the holistic domains and voila!

It is all for discussion—no right or wrong!

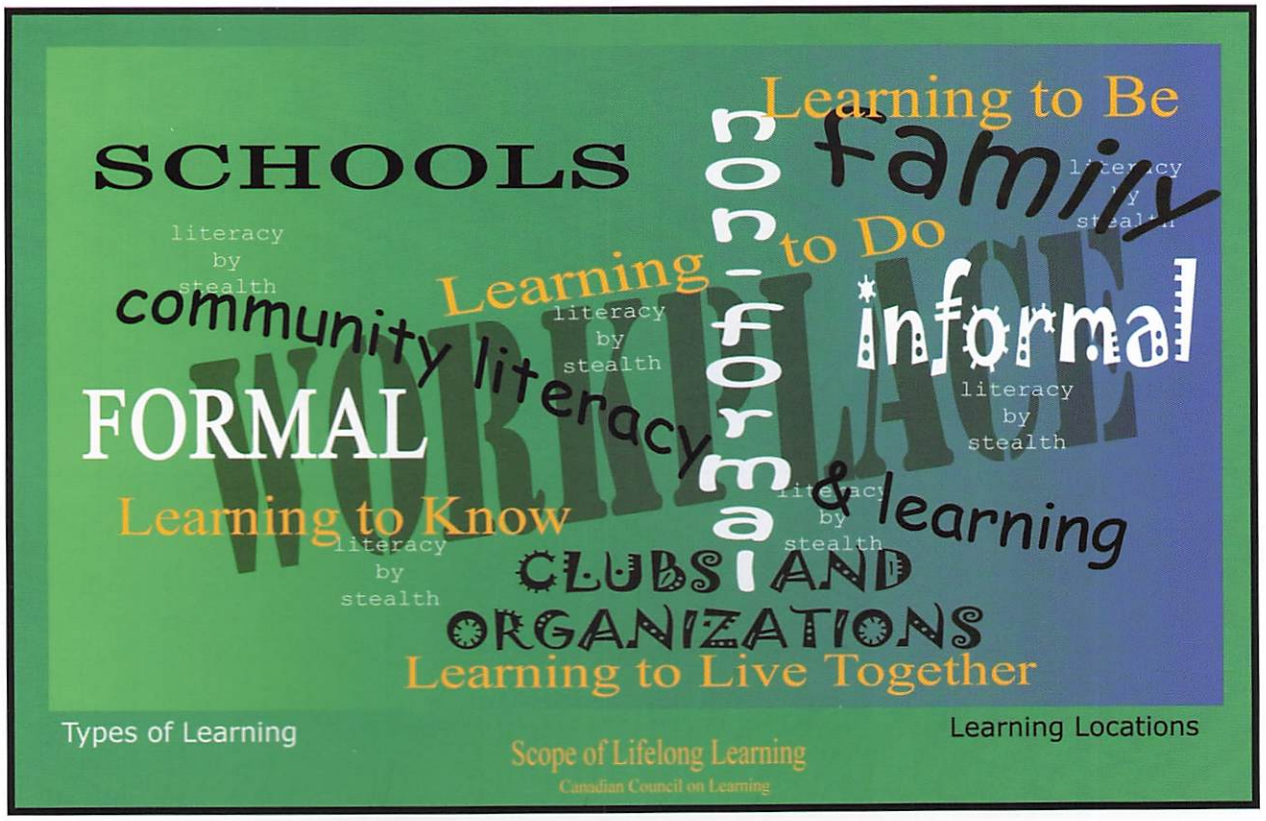

Feeling valued...
Sense of stakeholder...
Hard Skills...
Connect bigger context to immediate environment...
Articulate...
POLITICAL POWER
Set of specific skills...
Sense of responsibility...
See outside personal world...
Passions and interests...
Feeling a connection to people & place...
Spirituality
*CONNECTION
*RITUALS
*CEREMONY
*EXPRESSION
*SYMBOLS
Curiosity
*GLOBAL
*COMMUNITY
*CULTURAL DIVERSITY
*MULTI-GENERATIONAL
*DESIRE FOR KNOWLEDGE
Identity
*HISTORY
*PRESENT
*FUTURE
CAN INTERACT, WORK/LIVE FOR COMMON GOOD
Reflective
*DREAMS
*CONSIDERS
*THINKS *critical *creative
*CONNECTS
PERSONAL POWER
Self-Awareness
*INTERESTS
*QUALITIES
*AREAS TO DEVELOP
Relationships
*RESPECTFUL
*DIVERSE
*PURPOSEFUL
*EMOTIONAL
*BOUNDARIES
*TRUST
Confidence
*TRY NEW THINGS
*HUMOR
*COURAGE
*MOTIVATION
CURIOSITY
INTEGRITY
KINDNESS
CULTURAL COMPETENCE
TOLERANCE
BROAD PERSPECTIVE
CREATES FOUNDATION FOR BUILDING BLOCKS

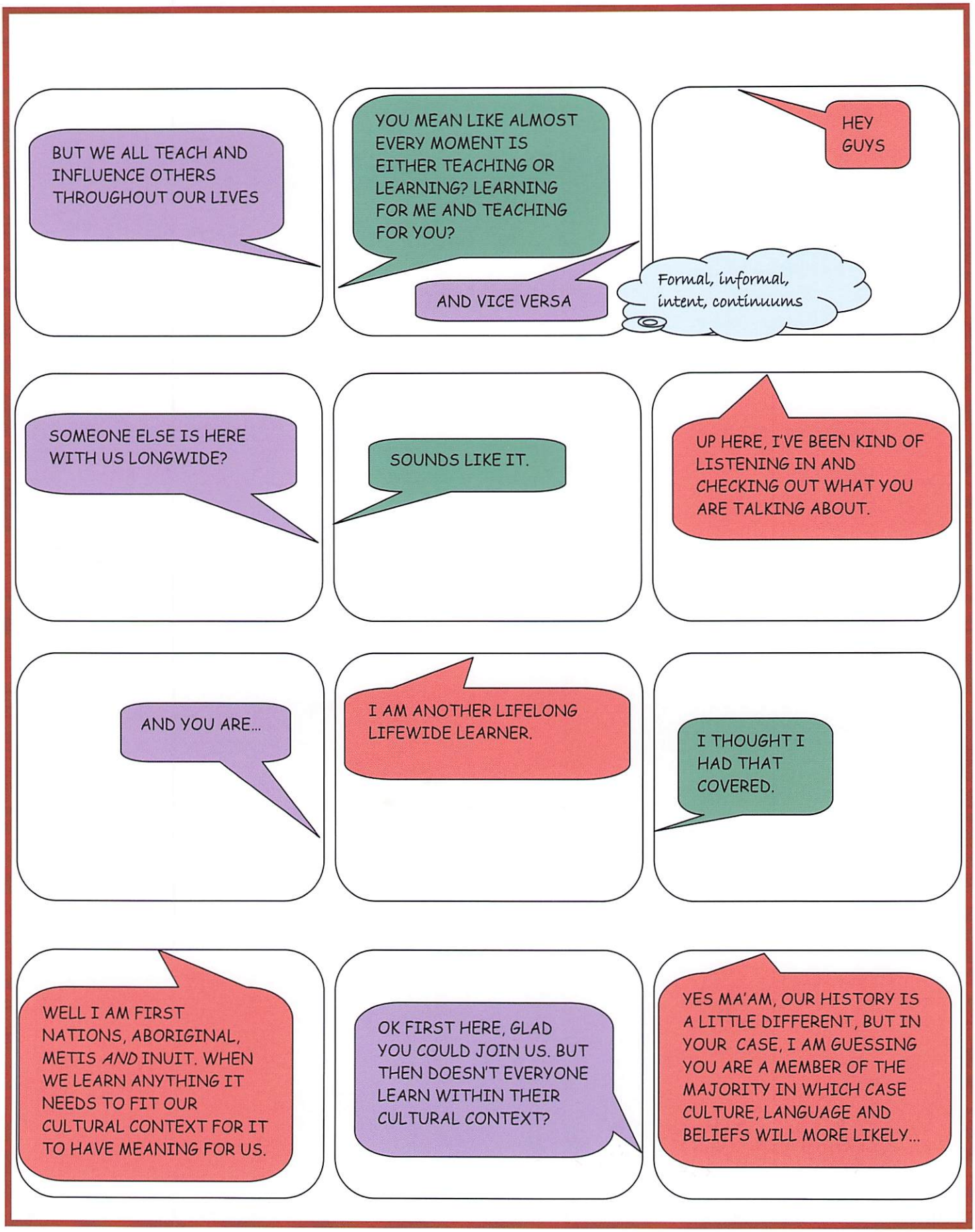
Continuum of Literacy ❺



International Adult Literacy Survey Levels
For British Columbia, 2006

Reasons for Learning ❻




BUT WE ALL TEACH AND INFLUENCE OTHERS THROUGHOUT OUR LIVES
YOU MEAN LIKE ALMOST EVERY MOMENT IS EITHER TEACHING OR LEARNING? LEARNING FOR ME AND TEACHING FOR YOU?
AND VICE VERSA
HEY GUYS
Formal, informal, intent, continuums
SOMEONE ELSE IS HERE WITH US LONGWIDE?
SOUNDS LIKE IT.
UP HERE, I'VE BEEN KIND OF LISTENING IN AND CHECKING OUT WHAT YOU ARE TALKING ABOUT.
AND YOU ARE...
I AM ANOTHER LIFELONG LIFEWIDE LEARNER.
I THOUGHT I HAD THAT COVERED.
WELL I AM FIRST NATIONS, ABORIGINAL, METIS *AND* INUIT. WHEN WE LEARN ANYTHING IT NEEDS TO FIT OUR CULTURAL CONTEXT FOR IT TO HAVE MEANING FOR US.
OK FIRST HERE, GLAD YOU COULD JOIN US. BUT THEN DOESN'T EVERYONE LEARN WITHIN THEIR CULTURAL CONTEXT?
YES MA'AM, OUR HISTORY IS A LITTLE DIFFERENT, BUT IN YOUR CASE, I AM GUESSING YOU ARE A MEMBER OF THE MAJORITY IN WHICH CASE CULTURE, LANGUAGE AND BELIEFS WILL MORE LIKELY...

What is Canadian Mainstream Culture in 2009? In 2019?

MATCH THAT OF THE INSTITUTIONS IN CHARGE OF YOUR LEARNING.

HMMM, WHEN YOU PUT IT THAT WAY, FIRST HERE, I SEE WHAT YOU MEAN. GUESS THERE ARE OTHER GROUPS TOO THEN? LIKE ANYONE WHO DOES NOT MATCH THE MAINSTREAM CULTURE... 7

MAY NEED A TEACHER OR PROGRAM TO MENTOR THEM TO PUT THEIR LEARNING IN CONTEXT AND TO ACCESS THE MAINSTREAM CULTURE AND THEIR OWN GROWTH AND DEVELOPMENT?

I need to look at my philosophy and the practice of inclusive learning environments... 8

I can see how we end up maintaining populations that we call "marginalized". It is like there is a secret password or handshake to access all society has to offer. It must take guts to go through life without the right passwords.

AND WHAT ABOUT PEOPLE WHO DROPPED OUT - WHO WERE NOT SUCCESSFUL IN SCHOOL THE FIRST TIME THROUGH?

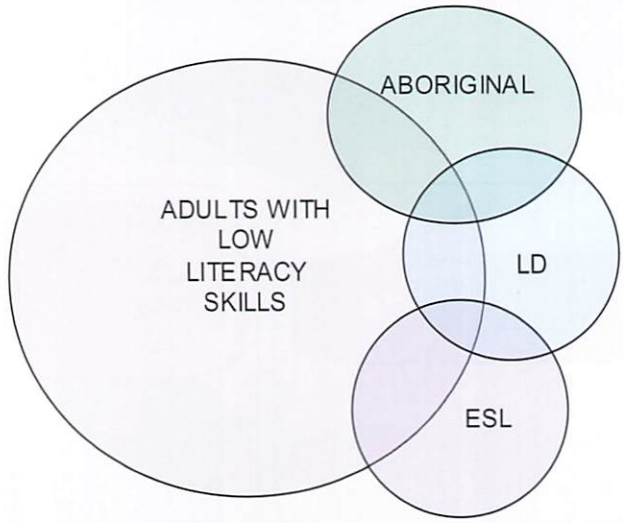
MANY OF THEM WILL BE ABORIGINAL, FIRST NATIONS, METIS OR INUIT! 5

43% of the total Aboriginal population had incomplete high school (58% for on reserve) versus 15% for non-Aboriginal in 2001.

OK TEACH - I AM GETTING CONFUSED...

SO YOU ARE SAYING ALL ABORIGINAL/FIRST NATIONS PEOPLE ARE LIFE LONG LIFE WIDE LEARNERS, AND SOME OF US HAVE LOW LITERACY SKILLS? AND SOME OF THE ENGLISH AS A SECOND LANGUAGE (ESL) DUDES DO TOO? AND WHAT ABOUT THE ELDERS—WEREN'T THEY ESL???

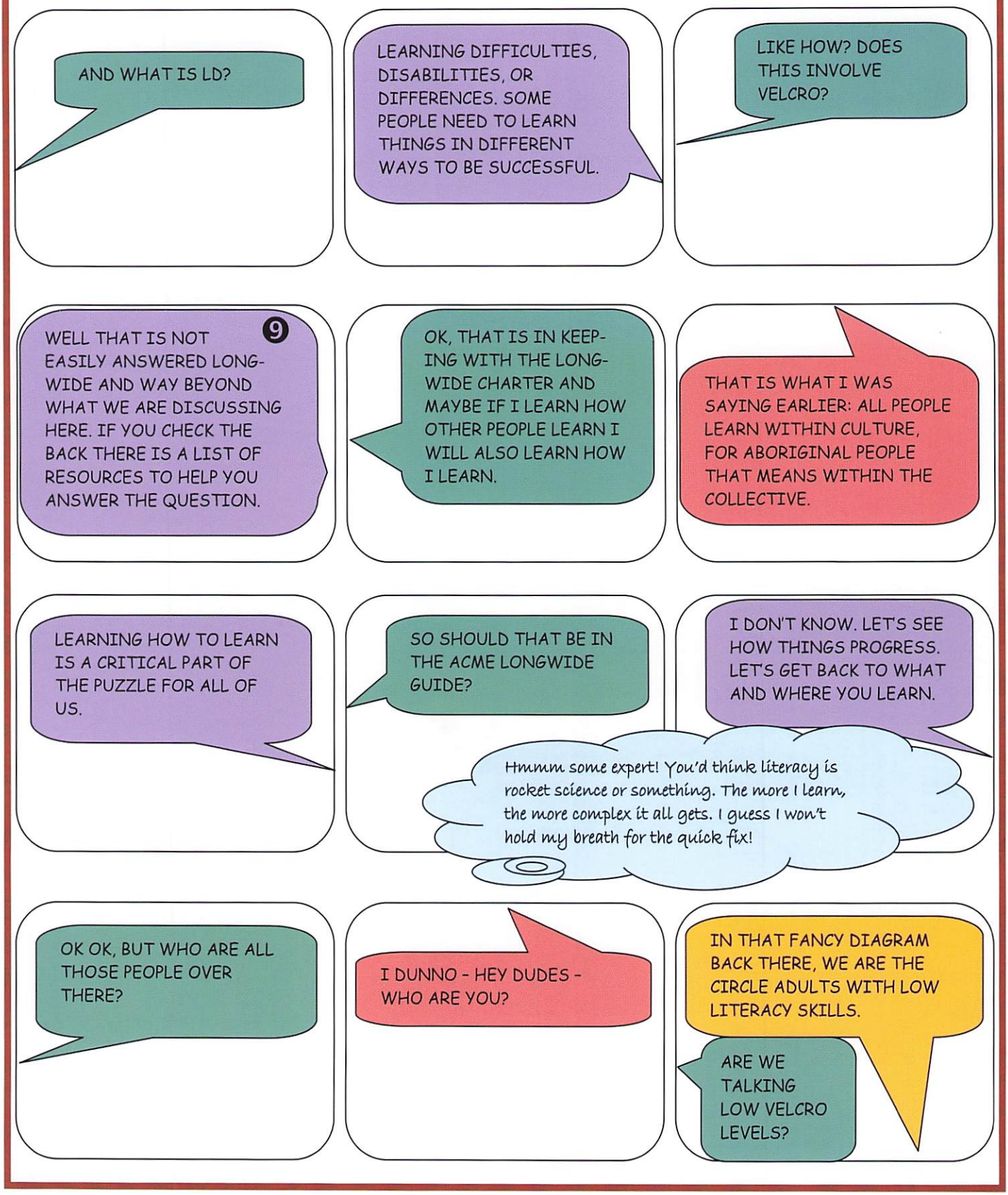
ADULT LONGWIDE LEARNERS

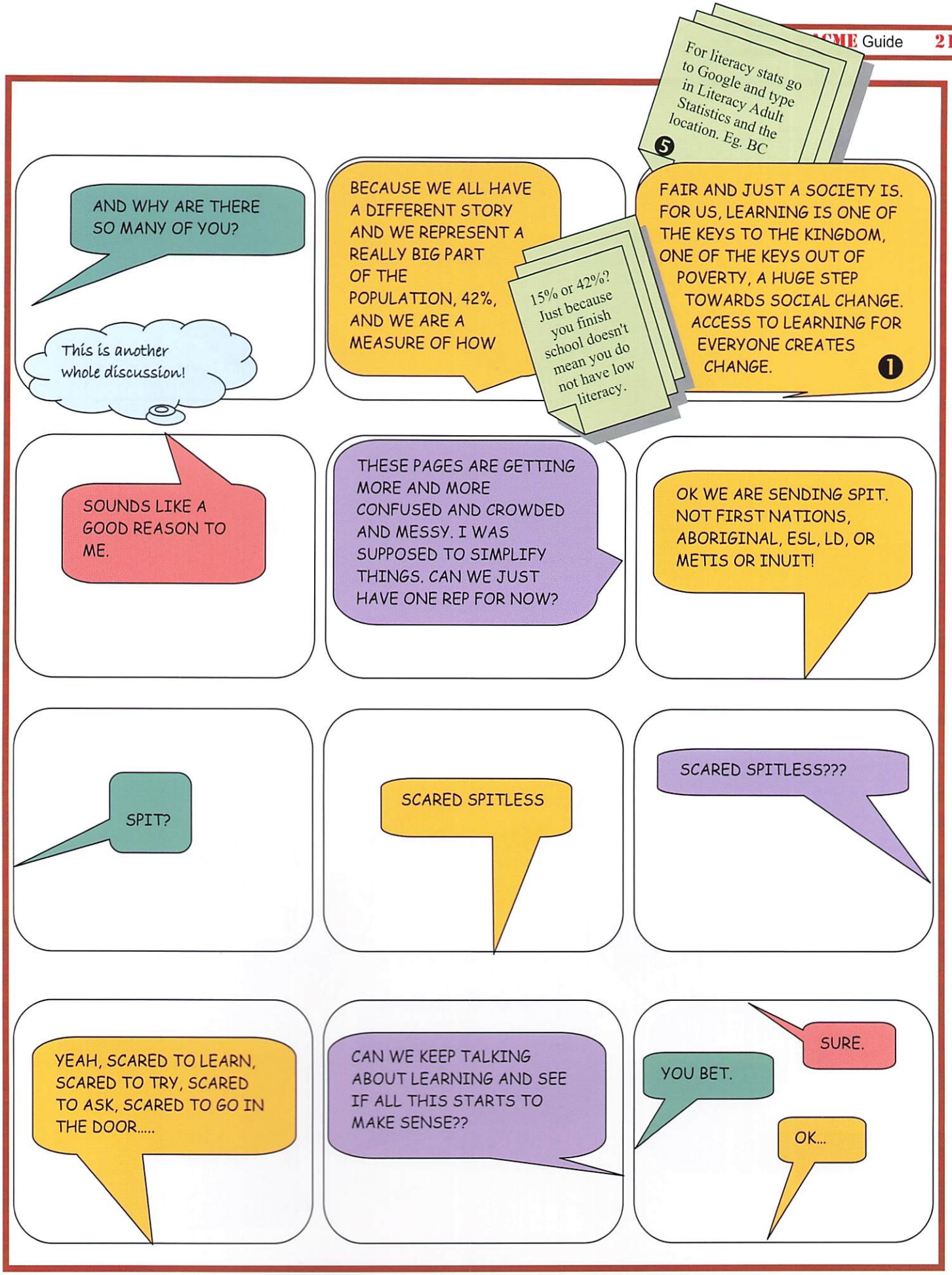


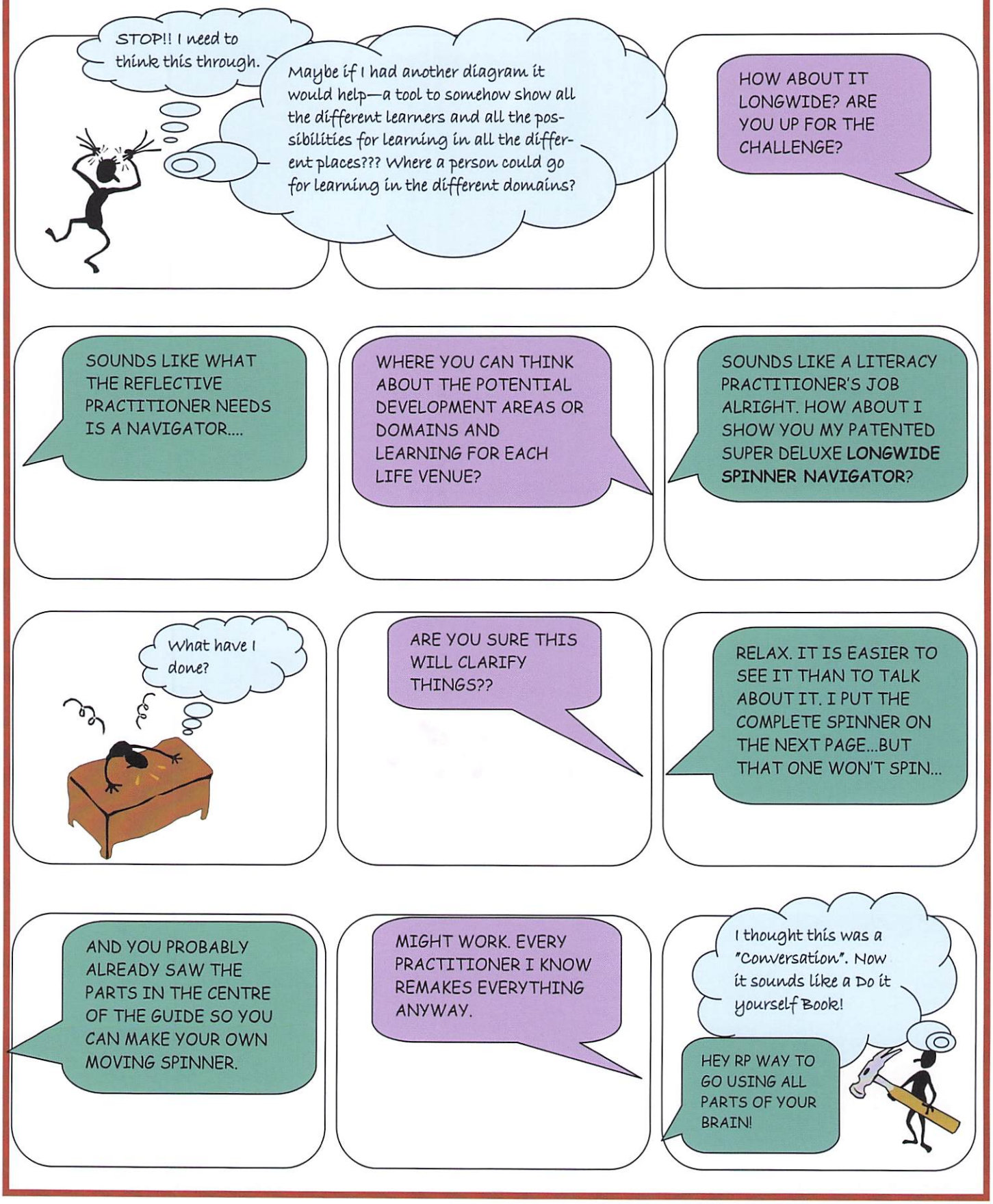
I KNOW THIS IS WAY OVERSIMPLIFIED, BUT DOES THIS HELP?

Does she really want me to answer that?

ADULT LONGWIDE LEARNERS


AND WHAT IS LD?
LEARNING DIFFICULTIES, DISABILITIES, OR DIFFERENCES. SOME PEOPLE NEED TO LEARN THINGS IN DIFFERENT WAYS TO BE SUCCESSFUL.
LIKE HOW? DOES THIS INVOLVE VELCRO?
WELL THAT IS NOT EASILY ANSWERED LONG-WIDE AND WAY BEYOND WHAT WE ARE DISCUSSING HERE. IF YOU CHECK THE BACK THERE IS A LIST OF RESOURCES TO HELP YOU ANSWER THE QUESTION.
OK, THAT IS IN KEEPING WITH THE LONG-WIDE CHARTER AND MAYBE IF I LEARN HOW OTHER PEOPLE LEARN I WILL ALSO LEARN HOW I LEARN.
THAT IS WHAT I WAS SAYING EARLIER: ALL PEOPLE LEARN WITHIN CULTURE, FOR ABORIGINAL PEOPLE THAT MEANS WITHIN THE COLLECTIVE.
LEARNING HOW TO LEARN IS A CRITICAL PART OF THE PUZZLE FOR ALL OF US.
SO SHOULD THAT BE IN THE ACME LONGWIDE GUIDE?
I DON'T KNOW. LET'S SEE HOW THINGS PROGRESS. LET'S GET BACK TO WHAT AND WHERE YOU LEARN.
Hmmm some expert! You'd think literacy is rocket science or something. The more I learn, the more complex it all gets. I guess I won't hold my breath for the quick fix!
OK OK, BUT WHO ARE ALL THOSE PEOPLE OVER THERE?
I DUNNO - HEY DUDES - WHO ARE YOU?
IN THAT FANCY DIAGRAM BACK THERE, WE ARE THE CIRCLE ADULTS WITH LOW LITERACY SKILLS.
ARE WE TALKING LOW VELCRO LEVELS?


AND WHY ARE THERE SO MANY OF YOU?
This is another whole discussion!
BECAUSE WE ALL HAVE A DIFFERENT STORY AND WE REPRESENT A REALLY BIG PART OF THE POPULATION, 42%, AND WE ARE A MEASURE OF HOW
15% or 42%? Just because you finish school doesn't mean you do not have low literacy.
For literacy stats go to Google and type in Literacy Adult Statistics and the location. Eg. BC
5
FAIR AND JUST A SOCIETY IS. FOR US, LEARNING IS ONE OF THE KEYS TO THE KINGDOM, ONE OF THE KEYS OUT OF POVERTY, A HUGE STEP TOWARDS SOCIAL CHANGE. ACCESS TO LEARNING FOR EVERYONE CREATES CHANGE.
1
SOUNDS LIKE A GOOD REASON TO ME.
THESE PAGES ARE GETTING MORE AND MORE CONFUSED AND CROWDED AND MESSY. I WAS SUPPOSED TO SIMPLIFY THINGS. CAN WE JUST HAVE ONE REP FOR NOW?
OK WE ARE SENDING SPIT. NOT FIRST NATIONS, ABORIGINAL, ESL, LD, OR METIS OR INUIT!
SPIT?
SCARED SPITLESS
SCARED SPITLESS???
YEAH, SCARED TO LEARN, SCARED TO TRY, SCARED TO ASK, SCARED TO GO IN THE DOOR.....
CAN WE KEEP TALKING ABOUT LEARNING AND SEE IF ALL THIS STARTS TO MAKE SENSE??
SURE.
YOU BET.
OK...

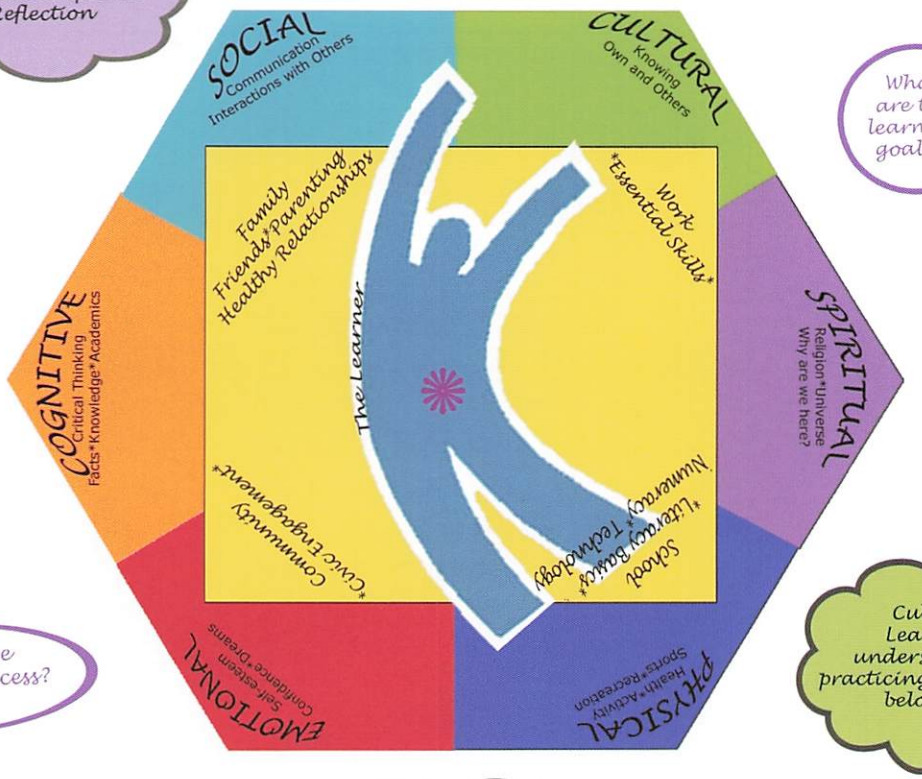

STOP!! I need to think this through.
Maybe if I had another diagram it would help—a tool to somehow show all the different learners and all the possibilities for learning in all the different places??? Where a person could go for learning in the different domains?
HOW ABOUT IT LONGWIDE? ARE YOU UP FOR THE CHALLENGE?
SOUNDS LIKE WHAT THE REFLECTIVE PRACTITIONER NEEDS IS A NAVIGATOR....
WHERE YOU CAN THINK ABOUT THE POTENTIAL DEVELOPMENT AREAS OR DOMAINS AND LEARNING FOR EACH LIFE VENUE?
SOUNDS LIKE A LITERACY PRACTITIONER'S JOB ALRIGHT. HOW ABOUT I SHOW YOU MY PATENTED SUPER DELUXE LONGWIDE SPINNER NAVIGATOR?
What have I done?
ARE YOU SURE THIS WILL CLARIFY THINGS??
RELAX. IT IS EASIER TO SEE IT THAN TO TALK ABOUT IT. I PUT THE COMPLETE SPINNER ON THE NEXT PAGE...BUT THAT ONE WON'T SPIN...
AND YOU PROBABLY ALREADY SAW THE PARTS IN THE CENTRE OF THE GUIDE SO YOU CAN MAKE YOUR OWN MOVING SPINNER.
MIGHT WORK. EVERY PRACTITIONER I KNOW REMAKES EVERYTHING ANYWAY.
I thought this was a "Conversation". Now it sounds like a Do it yourself Book!
HEY RP WAY TO GO USING ALL PARTS OF YOUR BRAIN!

Social
Interacting with others, participating, trying new things, civics, accessing resources

Physical
Taking care of health maintaining healthy , active lifestyle

THE LONGWIDE SPINNER NAVIGATOR

Spiritual
Respect others / nature /planet
Ethics and Reflection



What are the learners' goals??

How do we measure success?

Cultural
Learning, understanding, practicing, respecting, belonging

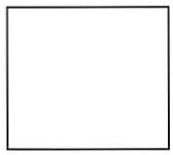
OBSERVABLE SIGNS OF SUCCESS HOLISTIC DOMAINS

Cognitive
Course completitions, marks, doing new things, researching, publishing, presenting, critical thinking

Emotional
In control, can take feedback, can ask for help, responsible

What is the change we want?

OK LONGWIDE, LET'S TAKE THEM STEP BY STEP. THIS SQUARE IS WHERE YOU CAN PUT THE SITES WHERE YOU LEARN. COMMUNITY, WORK, SCHOOL, FAMILY & FRIENDS.



NOT SURE THIS IS GOING TO WORK FOR ME— I WORK ON THE LAND, ON OUR TRADITIONAL TERRITORY, BUT IT ISN'T A JOB.

THAT IS GOOD - YOU CAN CHANGE AND ADAPT THIS AS A LEARNER OR AS A COMMUNITY. BUT LET'S LOOK AT IT AS A COMMUNITY FOR NOW.

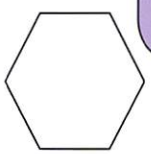
JOE COMMUNITY. WORKS FOR ME. I LEARN IN EACH OF THOSE PLACES. BUT THIS IS THE SECOND TIME ENVIRONMENT HAS COME UP, SO LET'S NOT FORGET IT. ❷

SPIT - WILL IT WORK FOR YOU?

I THINK SO.... BUT I DON'T GO TO SCHOOL ANYMORE.

THAT IS OK, YOU MIGHT ONE DAY. I WENT BACK.

THEN THIS 6 SIDED FIGURE...



HEXAGON!

HEXAGON!

HEXAGON!

SHOWS THE 6 HOLISTIC DOMAINS OF HUMAN GROWTH AND DEVELOPMENT AND SOME EXAMPLES FOR...

HEY - I WENT TO THIS WORKSHOP!! IT WAS CALLED HOLISTIC WELL BEING!!

Aha, the connection between literacy and health has been revealed! Pretty soon someone will see how literacy is a joined up issue that needs joined up solutions. How holistic learning is an integral part of holistic healthy communities working together... ❷

THEY SAID TO BE HEALTHY YOU NEEDED TO DEVELOP ACROSS ALL THE DOMAINS: PHYSICAL, COGNITIVE, SPIRITUAL, SOCIAL, EMOTIONAL AND CULTURAL!

MORE VELCRO!

YOU ARE RIGHT FIRST HERE. LOTS OF DOMAINS HAVE CROSSOVER, BUT IT IS TOO EASY TO STAY IN OUR ONE AREA—TOO EASY TO THINK OURS IS MOST IMPORTANT

WHAT IF WE LOOK AT EACH DOMAIN AND THE SPECIFIC THINGS WE ARE TALKING ABOUT IN EACH OF THOSE AREAS? THOSE CLOUDS SHOW YOU WHAT LEARNING CAN LOOK LIKE IN EACH DOMAIN.

GEE - I DIDN'T KNOW THAT ALL THAT WOULD COUNT AS LEARNING! MAYBE I DO STILL LEARN....

BUT THE SPIRITUAL PART? DOES THIS MEAN I HAVE TO GO TO CHURCH?

NO. IF YOU WANT TO LEARN AND PRACTICE RELIGION, THAT WOULD FALL IN THAT AREA. IF NOT, THERE ARE LOTS OF OTHER ASPECTS OF LIFE THAT CAN BE SPIRITUAL - SOME YOU MAY ALREADY BE DOING.

LOOK AT THE SPINNER AND WHAT IS CONSIDERED SUCCESS UNDER SPIRITUAL AND YOU WILL GET THE IDEA. IT MAY NOT MEAN MORE TIME, JUST MORE "INTENT".

I am thinking intent is a key word here!

THAT'S GOOD. I AM PRETTY BUSY RIGHT NOW. 2 KIDS AND 2 JOBS DOESN'T LEAVE MUCH TIME FOR THE LUXURY OF LEARNING.

EXACTLY

LEARNING ISN'T A LUXURY THOUGH IS IT?

FOR ME IT IS A NECESSITY - PART OF MY CULTURE.

Learning is a luxury?
Learning is a necessity?
Learning is a human right?
Or all of the above?

OH OH! RP IS OVERWHELMED!!

I THINK IT IS A NECESSITY FOR ALL OF US.

EVEN YOU TEACH? I THOUGHT YOU WERE SMART, AND THAT YOU KNEW EVERYTHING!

FAR FROM IT. I HAVE TO KEEP LEARNING TO KEEP UP TO DATE WITH IDEAS AND STRATEGIES THAT OTHER PEOPLE ARE USING.

OH WAIT I GET IT—YOU DON'T KNOW EVERYTHING BUT YOU HAVE LOTS OF VELCRO AND KNOW HOW TO LEARN!

RIGHT - LOOK HOW MUCH YOU HAVE EACH TAUGHT ME ALREADY! LEARNING IS FUN.

LEARNING IS FUN? I DON'T THINK I WILL EVER FEEL THAT WAY!

LEARNING IS NOT JUST SCHOOL LEARNING, SPIT. AND NOT JUST ACADEMIC. THERE ARE DIFFERENT TYPES OF LEARNING, FORMAL, NON-FORMAL AND INFORMAL AND DIFFERENT REASONS FOR LEARNING. LOOK AT THE DIAGRAM ON PAGE 17. 6

IT HELPS TO SEE YOURSELF AS A LEARNER OF LIFE....AND TO REALIZE ALL THE THINGS YOU LEARN IN A DAY - BIG AND LITTLE, SERIOUS AND FUN. (AND MAYBE VELCRO HELPS TO MAKE LEARNING MORE FUN.)

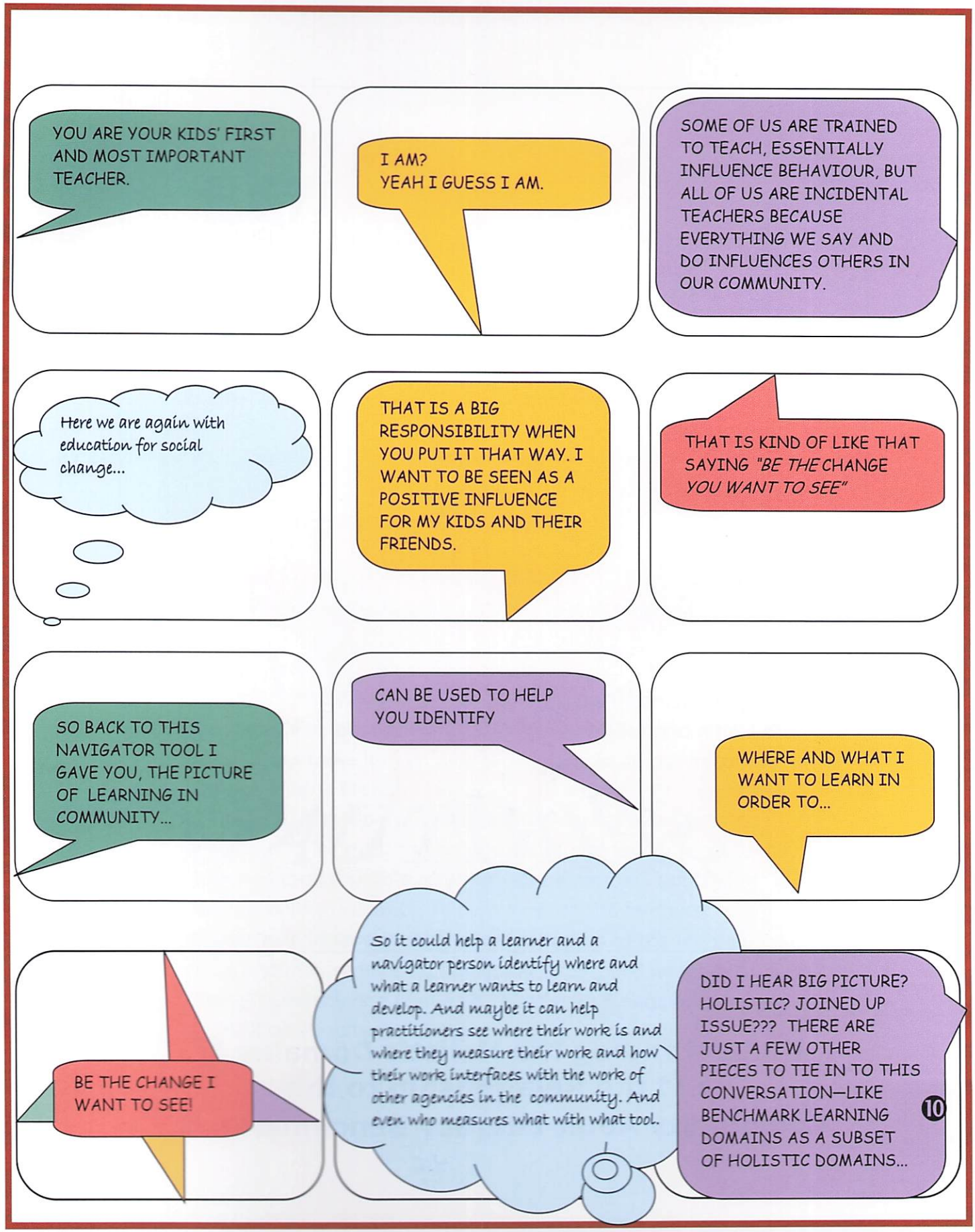
How do we get this message across—that everything counts? But do we want to say that everything is literacy? That makes things so messy. And how do we also say that formal education is not evil. And at the same time remembering there is no quick fix?

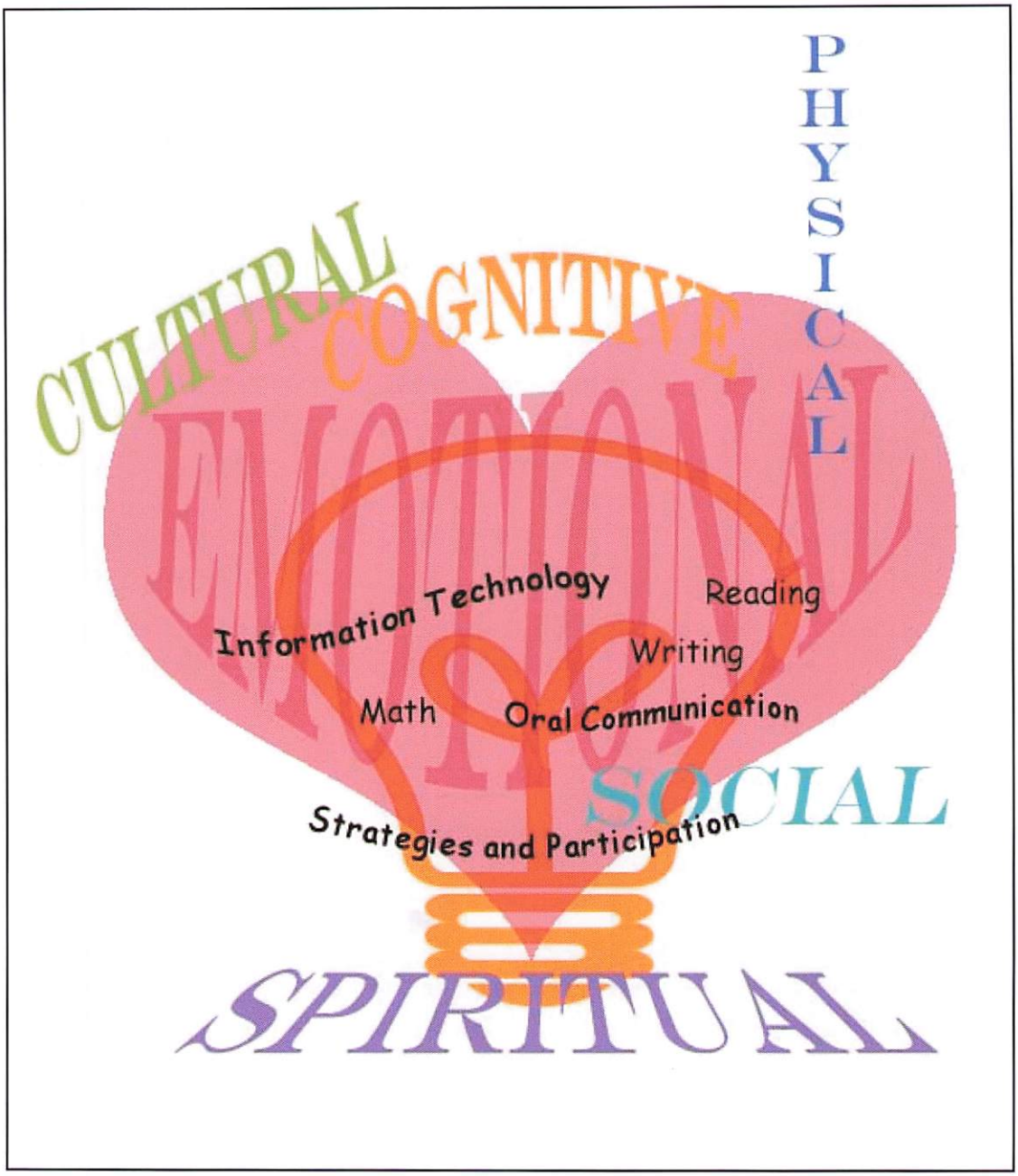
YEAH AND IF YOU HAVE KIDS, YOU KNOW HOW THEY BECOME THESE CRAZED LITTLE LEARNING MACHINES.

YEAH BUT THEY ARE KIDS. I AM OLD NOW.

LIFELONG REMEMBER - YOU HAVE TO KEEP LEARNING TO KEEP LIVING A FULL LIFE. OUR ELDERS KEEP LEARNING AND THEY ALSO TEACH.

OH I COULD NEVER DO THAT!


YOU ARE YOUR KIDS' FIRST AND MOST IMPORTANT TEACHER.
I AM?
YEAH I GUESS I AM.
SOME OF US ARE TRAINED TO TEACH, ESSENTIALLY INFLUENCE BEHAVIOUR, BUT ALL OF US ARE INCIDENTAL TEACHERS BECAUSE EVERYTHING WE SAY AND DO INFLUENCES OTHERS IN OUR COMMUNITY.
Here we are again with education for social change...
THAT IS A BIG RESPONSIBILITY WHEN YOU PUT IT THAT WAY. I WANT TO BE SEEN AS A POSITIVE INFLUENCE FOR MY KIDS AND THEIR FRIENDS.
THAT IS KIND OF LIKE THAT SAYING "BE THE CHANGE YOU WANT TO SEE"
SO BACK TO THIS NAVIGATOR TOOL I GAVE YOU, THE PICTURE OF LEARNING IN COMMUNITY...
CAN BE USED TO HELP YOU IDENTIFY
WHERE AND WHAT I WANT TO LEARN IN ORDER TO...
BE THE CHANGE I WANT TO SEE!
So it could help a learner and a navigator person identify where and what a learner wants to learn and develop. And maybe it can help practitioners see where their work is and where they measure their work and how their work interfaces with the work of other agencies in the community. And even who measures what with what tool.
DID I HEAR BIG PICTURE? HOLISTIC? JOINED UP ISSUE??? THERE ARE JUST A FEW OTHER PIECES TO TIE IN TO THIS CONVERSATION—LIKE BENCHMARK LEARNING DOMAINS AS A SUBSET OF HOLISTIC DOMAINS...
10



Understanding the Holistic Domains ❷ and the Relationship to the Community Adult Literacy Benchmarks ❿

PHEW, THAT WAS INTENSE. HEY—WHERE IS EVERYONE?

ARE YOU STILL WITH ME, REFLECTIVE PRACTITIONER? 10

Yes, and to think that I thought I didn't have time for this kind of work!

CAN YOU SEE HOW LITERACY PRACTICE IS A SUBSET OF LEARNING IN COMMUNITY? AND LEARNING IN COMMUNITY IS A SUBSET OF COMMUNITY DEVELOPMENT AND IT IS ALL PART OF EDUCATION AND LEARNING FOR SOCIAL CHANGE? 1

CAN YOU ALSO SEE HOW LITERACY PRACTITIONERS DON'T HAVE TO BE ALL THINGS TO ALL PEOPLE?

HOW WE ONLY MEASURE A LITTLE SUBSET OF ALL THE LEARNING IN COMMUNITY THAT IS HAPPENING, BUT THERE ARE WAYS FOR US TO MEASURE OUR PRACTICE, OUR COMMUNITY WORK, AND OUR OWN DEVELOPMENT AS A PRACTITIONER, AS WELL AS OUR LEARNERS' PROGRESS? 10

AND SPEAKING OF OUR LEARNERS, IT HELPS US TO SEE HOW THE NEEDS OF THE INDIVIDUAL ARE ALL JOINED UP TOO.

WE NEED TO RESPECT WHERE THE LEARNER IS AT IN THEIR LIVES AND THE COMPLEXITIES THEY ARE LIVING WITH, ALL THE WHILE WORKING ...

TO OPTIMIZE COMMUNITY RESOURCES TO INCREASE LEARNING OPPORTUNITIES FOR ALL OUR CITIZENS.

I do I do I do!! I love you!!
You made the literacy world clear to me! My work is understandable!
My learners will thrive!
Social change is on the way!
I need to remember that this kind of thinking and learning is what grows my practice!

OR DRIVES ME CRAZY CUZ NOW I THINK I AM TALKING TO MYSELF!! I AM RP!!

She ain't heavy... she is me???

Hey wait! I just have a couple more little questions....

MORE QUESTIONS??? NOOOOOOOO... PLEASE NO! ANSWERS FIRST!

SO REFLECTIVE PRACTITIONER, ARE YOU READY FOR SOME SELF-GUIDED INTROSPECTIVE ENLIGHTENMENT?

REFERENCES

This reference section lists websites that we either use regularly or have recently discovered. The sites provide information and resources on recurring themes in the ACME guide. We've given you a quick introduction to the sites to help you decide which resources may be of interest to you. You may want to add to the directory of resources, on the digital version, available on the CD of *From the Ground Up Tools*. The CD digital version has additional rows for more resources and columns to jot down your opinion of any of the sites you check out. We hope this might become a useful directory that you can also share with colleagues.

We'd love to hear your opinions – send us your thoughts or the address of any great sites that you know about around the ACME themes... *happy surfing!*

Ref #	Theme or Topic	Resource Sites
❶	**Learning for change**	The sites in this section describe how learning has been used to create social change. The first site deserves an introduction because it is a huge depository of knowledge, resources, case studies and a history of how learning has been used for social action around the world. This is a British site hosted by the "guru" of informal learning, Mark Smith. The other sites are Canadian and provide information and links to how learning is being used to increase the quality of life for communities across Canada. www.infed.org www.members.shaw.ca/rfaris/ www.ccl-cca.ca/CCL/Home/RSS/LearningCommunities.htm
❷	**Holistic Approaches to Learning**	The sites in this section provide information, activities and other resources for teaching a wide spectrum of learning styles. www.agelesslearner.com www.wilderdom.com/experiential www.lifelonglearning.co.uk www.learnativity.com/index.html
❸	**Essential Skills**	This is a federal government site that provides explanations and examples of workplace and essential skills. www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml
❹	**Brain Develop-ment**	These sites offer information, philosophies, activities and links to brain development, particularly in adult learners. www.infed.org/thinkers/gardner.htm www.brainconnection.positscience.com/ www.agelesslearner.com/intros/adultlearning.html

❺ **International Assessments**	These sites explore international studies on assessment and competencies required for a literate citizen who is able to manage and contribute to the demands and challenges of today's world. www.ccl-cca.ca www.deseco.admin.ch/ www.statcan.gc.ca/pub/89-588-x/4152887-eng.htm www.oecd.org/document/35/0,3343,en_2649_39263238_40277475_1_1_1_1,00.html
❻ **Spectrum of Learning**	These two sites provide an overview of learning environments, learning theories and the various purposes of learning for individuals, groups and social action movements. www.infed.org www.marciaconner.com/intros/informal.html
❼ **Aboriginal learning**	The Canadian Council on Learning research reports on aboriginal learning are excellent resources for anyone living and/or working within aboriginal populations. The Nicola Valley Institute of Technology offers brand new in-depth research, curriculum for fundamental English, an indigenization framework and further resources on adult aboriginal literacy. The CBC site offers current news items as well as in-depth research and stories about aboriginal people across Canada. Sign up for the free newsletter tracking aboriginal news and stories. www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/AboriginalLearning/index.html www.nvit.ca www.cbc.ca/aboriginal
❽ **Holding a philosophy**	We find the following sites useful in two ways. The sites offer tools and information on different components of literacy practice. We like the reflective nature of the sites because that challenges us to consider the values, principles and approaches that guide our practice. These sites have helped us build our own philosophy or theory about literacy practice. www.ripal.literacy.bc.ca/fromthegroundup/ www.pde.state.pa.us/able/lib/able/lfp/lfpxxshearer.pdf www.nald.ca/adultlearningcourse/module2/4.htm
❾ **Learning Differences**	A useful site for developing different strategies for different styles, capacities and orientations to learning. www.ldanatl.org/aboutld/adults/index.asp www.ripal.literacy.bc.ca/learning_dis/default.html
❿ **Assessment Tools**	There are so many assessment resources out there! Here are a few that we like. Check them out – they offer all sorts of activities, "tests" and strategies around monitoring and assessment. www.ripal.literacy.bc.ca/fromthegroundup/ www.literacybc.ca/Research/benchmarks.php www.bced.gov.bc.ca/literacy/legacy.pdf www.sk.literacy.ca/index.html www.edu.gov.mb.ca/ael/all/index.html www.nifl.gov/readingprofiles/index.htm www.ccl-cca.ca/literacyassessment2009/ http://literacynetwork.verizon.org/tln/courses

SO BOSS, WHY DID YOU CALL THIS *THE ACME GUIDE*?

ARE YOU OLD ENOUGH TO REMEMBER WHILEY COYOTE AND ROAD RUNNER CARTOONS?

I SURE AM. I LOVED COYOTE. ACME MADE ALL THE DYNAMITE DIDN'T THEY?

THEY MADE EVERY-THING—CATAPULTS, BRIDGES, ANYTHING COYOTE NEEDED TO GET THE JOB DONE...

KIND OF LIKE NONAME OR GENERIC BRAND, ONE STOP SHOP?

YOU GUYS PRETTY MUCH HAVE IT. THAT IS THE REASON, KIND OF GOING BACK TO THE BASIC BRAND IN ORDER TO UNDERSTAND THE BASIC ORIGINAL IDEA.....

AND THEN IT IS EASIER TO SEE HOW OTHER BITS AND PIECES FIT WITH THE ORIGINAL IDEA.

EXACTLY !! THE ACME GUIDE EXPLORES LITERACY AND LEARNING BY ANSWERING BASIC QUESTIONS ...

LET ME GUESS... THE 5 W'S— WHO WHAT WHERE WHEN WHY AND HOW?

RIGHT— SO WE CAN EXPLORE OUR WORK AND IMPROVE PRACTICE.

IT'S NOT GOING TO BLOW UP IS IT?

MAYBE BLOW OUR MINDS?? CHANGE OUR THINKING?? JUST WHAT LEARNING SHOULD DO!

LITMAN APPROVES THE ACME GUIDE!!

WHOA - COOL—A COMIC!! SO WHO THE HECK IS LITMAN?

ME.

YOU LOOK KIND OF DORKY LITMAN - WHAT ARE YOU? A SUPERHERO WHO SAVES THE WORLD THROUGH READING??

PRETTY MUCH.

SO WHY AREN'T YOU READMAN?

LIT STANDS FOR LITERACY SO IT COVERS READING, WRITING, NUMERACY AND COMPUTER SKILLS FOR A START.

SO LIKE WHY ARE YOU HERE ON THIS FANCY SMANCY "GUIDE"??

WELL BECAUSE THE BACK COVER IS THE PLACE WHERE FAMOUS PEOPLE TELL READERS ABOUT THE GREAT THINGS INSIDE A BOOK.

FAMOUS HUH? OK DOR.. I MEAN LITMAN —SPILL— WHAT IS INSIDE THIS BOOK?

THIS GUIDE HOLDS A VERY COMPREHENSIVE AND STIMULATING DISCUSSION ON LITERACY AND LEARNING IN COMMUNITY AND WHERE PEOPLE LEARN AND WHAT THEY LEARN AND HOW THEY LEARN IT. THIS GUIDE WILL HAVE YOU RUNNING TO THE...

INTERNET AND YOUR COLLEAGUES FOR MORE INFORMATION AND FURTHER DISCUSSION!

ZZZzzzzZZZ SOUNDS POSITIVELY GRIPPING! NO ROMANCE?? NO MURDER?? ANY SUPERHEROS?

OH A FEW REGULAR HEROS— LONGWIDE AND THE GANG!

OH YOU MEAN THESE ESCAPEES WHO ARE SQUISHING US IN THE CORNER?
SO, LITMAN, ARE YOU GOING TO GIVE IT YOUR FAMOUS SEAL OF APPROVAL?

I SURE AM! *THE ACME GUIDE* GIVES ALL OF US A ROADMAP TO THE LITERACY FIELD SO IT EARNS MY LITMAN "GOLD SEAL"!